

# Dodworth St John the Baptist CofE (VA) Primary School

## Inspection report

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<b>Unique Reference Number</b>	132753
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	341335
<b>Inspection dates</b>	28–29 September 2009
<b>Reporting inspector</b>	Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A England
<b>Headteacher</b>	Mrs Pauline Hilling-Smith
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Barnsley Road Dodworth Barnsley S75 3JS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. The inspection team received and analysed 57 questionnaires from parents as well as a number of questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the skills children start school with and the progress they make through the Early Years Foundation Stage
- the rate of progress of the more able pupils in English
- the use of assessment and marking to improve pupils' work
- the quality of care, guidance and support, in particular for the most vulnerable pupils.

## Information about the school

This is an average sized primary school. It serves a former mining community with a mix of rented and privately owned accommodation. The percentage of pupils eligible for a free school meal is average. The proportion of pupils with special educational needs and/or disabilities is below average. The vast majority of pupils are White British, a very small minority speak English as an additional language. The Early Years Foundation Stage consists of a unit for Nursery and Reception age children.

The school has the Eco Green Flag, Active Mark and Healthy Schools awards. The school is a gold standard initial teacher training institution with Sheffield Hallam University. There is a breakfast and after school club run by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is an outstanding school. Pupils' well-being and achievement are at the centre of its drive for improvement. The school is very popular with parents who typically comment that, 'It's a great school. My child is achieving so much here.'

The school provides a vibrant and caring environment. There is a consistent commitment by all staff to support pupils and their families, including those who are in challenging circumstances. The care, guidance and support for pupils are outstanding and underpin their excellent personal outcomes. The strong school ethos and exciting curriculum successfully fosters cooperative learning and high levels of respect for others in the school community. As a result pupils are very polite and considerate, and the learning environment is happy, calm and orderly. 'I love my school because I feel safe.' is a comment typical of the pupils' views.

The provision in the Early Years Foundation Stage has improved even further since the last inspection and is now outstanding. Children get off to an excellent start and make very rapid progress. Good rates of progress are then maintained throughout school by pupils of all abilities because of the effective teaching. By the time pupils leave Year 6, they attain broadly average standards in English and mathematics. However, sometimes the more able pupils do not make as much progress as they could, particularly in their written work. This is because teachers do not consistently provide enough guidance and challenge through the marking to help pupils quickly move on to the next steps in their learning. The progress some pupils make in developing fluid and cursive handwriting is inconsistent through school.

The headteacher and strong leadership team set high expectations and are relentless in the quest to ensure all pupils reach their full potential. They are supported and challenged well by a good governing body and through an excellent partnership with parents and the wider community. The school has improved since the last inspection because initiatives have been based on detailed self-evaluation. The current rate of change and the clarity about the improvements needed indicate the school has a good capacity to sustain the rate of improvement.

### What does the school need to do to improve further?

- By April 2010 improve the rate of pupils' progress in writing, particularly that of the more able, by:
  - ensuring the marking of pupils' writing in all subjects helps them improve their work and move quickly to the next steps in their learning

- improving pupils' handwriting skills.

## Outcomes for individuals and groups of pupils

<b>1</b>
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All groups of pupils make good progress, because they receive good quality teaching and the strong nurturing environment helps them develop very positive attitudes to learning. Pupils clearly enjoy their time at school and work hard in lessons. Their exemplary behaviour makes a significant contribution to their learning as does their good attendance. Pupils with special educational needs and/or disabilities and those at the early stages of learning to speak English as an additional language also make at least good and sometimes outstanding progress because their individual needs are carefully diagnosed and sensitive support provided.

Other key features of pupil outcomes:

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching is good. It is sometimes outstanding. Features of most lessons

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

include:

- excellent classroom management that maintains a positive learning environment
- clear lesson planning, which makes very good use of computer technology, mostly meets the needs of different groups of pupils and ensures good rates of progress
- lessons that are fun; brought to life through role-play, the use of a wide range of information and communication technology, competitions and games
- the adults' skill at questioning pupils to deepen their understanding and help them consolidate their ideas
- accurate assessments of pupils' achievements that are used well to set challenging targets although, occasionally, opportunities are missed to reinforce pupils' progress towards them
- teachers and teaching assistants who work closely together to ensure pupils of all abilities are fully included and progress well.

Sometimes, teachers do not encourage pupils to present their work to the highest standards, particularly in their written work in subjects other than English.

The excellent curriculum is richly enhanced by visits and visitors. From the very start of the school term pupils participate in activities such as the whole school visit to Eureka to stimulate a cross-curricular topic on space. The work is practical and challenging. Pupils and their parents have been involved in choosing the themes and areas to be learned and this encourages a sense of commitment and enjoyment. The curriculum is exceptionally well planned, interlinking a wide range of subjects to promote all aspects of learning. The promotion of pupils' social and emotional learning is a strength of the school and contributes significantly to progress of all pupils, especially the most vulnerable. There are many exciting opportunities for pupils to sing and learn a musical instrument and perform in many local events. They learn the Spanish language and culture from a native speaker. Pupils' global awareness and commitment to sustainable development are reflected in the prestigious Eco Green Flag award and the regular opportunities for learning a modern foreign language. The excellent school breakfast and after school club provide a very happy and secure environment. Pupils enjoy a range of fun activities managed by school staff.

Pupils receive outstanding care and support which centre on the strong, fully inclusive ethos. They are built on very robust, well planned policies which are consistently and imaginatively applied. The welfare of all pupils, especially the most vulnerable, is paramount and staff are rigorous and persistent in ensuring high levels of care. Very good partnerships with Education Welfare, Behavioural Support Units, the school's Children's Champion and many other agencies promote high standards of care which are much appreciated by parents.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2

<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher leads the school exceptionally well. The senior leadership is ambitious and far-seeing in its work. There has been a strong and effective training programme to ensure that all staff fulfil their leadership and management roles well. The school is making more effective use than in the past of information from assessment data and the monitoring of teaching and learning to improve achievement and provision.

Self-evaluation is accurate. However, monitoring is sometimes too tightly focused on one aspect of the school's work, such as a writing project and links with other areas, such as marking of written work in subjects other than English, are missed. The school has very well-developed systems for safeguarding pupils and establishes very strong partnerships with a wide range of external agencies. The school is inclusive and has good arrangements to ensure that all pupils have equal opportunities to participate in all school activities. The safeguarding of pupils is taken very seriously and, as a result, procedures are very clear and monitored very closely.

Governors know the school well and fulfil their responsibilities effectively. They are very supportive and take an active role in school self-evaluation. They play a strong role in ensuring resources meet the school's needs, for example, the promotion of healthy lifestyles through the school's management of its catering services.

The school promotes very good community cohesion through well planned partnerships, led by the headteacher, with local schools, churches and schools in Africa, Columbia, Spain and France. This has a significant impact on promoting understanding of different faiths and cultures throughout the school community and improving the lives of parents through opportunities for learning and training.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When they start school children's attainment is generally at least well below that expected for their age and in particular in the use of language. They get off to a flying start and develop a real thirst for learning because:

- home visits by staff and very effective information for parents help children make the best possible start in the Nursery
- excellent welfare arrangements and very positive relationships ensure children feel very safe and secure and settle extremely quickly
- adult led group sessions are very keenly focused on moving children on in their learning
- children greatly enjoy exploring the wide range of stimulating learning activities both indoors and out. Staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking hard
- the committed staff team are constantly seeking ways to improve the provision further.

As a result children grow in confidence and make very rapid progress. They are clearly very proud of their accomplishments. Their very fast gains in skills and knowledge mean that by Year 1 they now attain below average levels.

The quality of leadership and management is outstanding and ensures that the high levels of provision are consistently improved

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents are very supportive of the school. They value the opportunities to be involved in their children's learning and feel well informed about the progress they make. They agree that the school is very safe and levels of care are high. 'Dodworth School cares not only for its pupils but for the family too.' is typical of their views. They feel teachers



are approachable and the quality of teaching is good. The inspection team agrees with the views expressed by the majority of parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dodworth St John the Baptist CofE (VA) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	82	17	18	0	0	0	0
The school keeps my child safe	74	78	21	22	0	0	0	0
The school informs me about my child's progress	48	51	41	43	3	3	3	3
My child is making enough progress at this school	51	55	38	41	1	1	0	0
The teaching is good at this school	58	62	32	34	3	3	0	0
The school helps me to support my child's learning	45	47	42	44	5	5	0	0
The school helps my child to have a healthy lifestyle	59	63	34	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	61	31	33	2	2	0	0
The school meets my child's particular needs	56	60	34	36	1	1	0	0
The school deals effectively with unacceptable behaviour	49	52	40	42	3	3	0	0
The school takes account of my suggestions and concerns	48	51	43	46	2	2	0	0
The school is led and managed effectively	47	49	44	46	4	4	0	0
Overall, I am happy with my child's experience at this school	69	73	25	26	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Inspection of Dodworth St John the Baptist CofE (VA) Primary School, Barnsley S75 3JS

Thank you for being so friendly and welcoming when your school was inspected. The inspectors very much enjoyed talking to you about your school. You should be very pleased because we have judged your school to be outstanding. You should also be proud because you are very polite, extremely well behaved and you have an excellent knowledge of how to stay healthy and stay safe. Adults in school look after you very well so you feel very safe and confident about asking them for help or talking to them about any worries. You told us that lessons were fun: we agree with you. You learn a lot from the many exciting visits and the clubs and societies you belong to. You make very good use of computers in many subjects. We also saw you in one of your many musical and dance events when you performed for the parents and toddlers group.

Your headteacher leads your school extremely well with the support of all the staff. They make sure you are happy and you learn well. Your school provides you with an outstanding education. You make an excellent start in the Early Years Foundation Stage. In Key Stages 1 and 2 you work hard, make good progress and attain standards that are typical for your age at the end of Year 6. This is because you receive good teaching. You do particularly well in science. A few children, who do very well in most subjects, do not do as well as they could in attaining high standards in writing. We have asked the school to help you make more progress in writing by:

- making sure that the writing you do in all subjects is marked carefully to help you quickly improve your own work
- helping you improve your handwriting.

You can help by keeping up the hard work, taking very good care with your handwriting and enjoying your school.

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