



Dalton Foljambe Primary School

Inspection Report

Unique Reference Number 106889
LEA Rotherham
Inspection number 277649
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Mr Joe PeacockCfBT Lead Inspector

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

Type of school	Primary	School address	Foljambe Drive
School category	Community		Dalton
Age range of pupils	3 to 11		Rotherham, South Yorkshire S65 4HQ
Gender of pupils	Mixed	Telephone number	01709 850 569
Number on roll	138	Fax number	01709 855 686
Appropriate authority	The governing body	Chair of governors	Mr P Lakin
Date of previous inspection	18 September 2000	Headteacher	Mrs Amanda Bartholomew

Age group 3 to 11	Inspection dates 8 February 2006 - 9 February 2006	Inspection number 277649
-----------------------------	-----------------------------------------------------------------	------------------------------------

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one additional inspector.

Description of the school

Numbers have stabilised in this smaller than average school as attempts are being made to regenerate this ex-mining area which suffers from very high unemployment and many social problems. There is a learning centre attached with a minibus which the school can use and a children's centre which is due to open in March. Almost all pupils are from a white British background. There is significant movement in and out of pupils during term time. The number of pupils eligible for free school meals and with learning difficulties and/or disabilities are both well above average. On entry to the nursery, the attainment of most children is very low compared with that expected for children of this age. The school is part of an Excellence in Cities action zone.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is an effective school which gives good value for money. The headteacher is an outstanding leader and has achieved a great deal since her appointment. The selection of four new teachers has been rigorous, ensuring a highly motivated staff. All efforts to improve attendance, however, have had little impact to date and this remains well below average. Inspection judgements mostly agree with the school's self-evaluation but some, such as those for teaching and the curriculum are too modest and do not reflect the significant achievements of the new school team in this demanding teaching situation. The quality of teaching and learning are good, including in the Foundation Stage where children make good progress. Accelerating the rate of progress is a key aim of the school but not all teachers are sufficiently involved in evaluating the quality of learning to help improve it. Although overall standards are below average by Year 2 and well below by Year 6, detailed tracking clearly shows that most pupils achieve well. The assessment of pupils' progress provides good information for teachers to set targets which effectively meet the needs of pupils. Parents are very supportive. They appreciate the approachability of staff and the good relationship they have with their children's teachers. Governors are effective despite only 11 of the 15 positions on the governing body being filled. All are fully involved and use their considerable influence and expertise to secure the school's future and bring about improvement. Inspectors agree that the school's capacity to further improve is good.

Grade: 2

What the school should do to improve further

- Continue to improve the quality of teaching and learning which is currently a priority for the school and focus especially on accelerating the rate of progress of pupils in English, mathematics and science in order to raise standards by Year 6.
- Continue with the many different approaches to improve the rate of attendance for all pupils and regularly evaluate their effectiveness.
- Further develop procedures for the monitoring and assessment of teaching and learning so that all staff and governors are involved in identifying areas for improvement.

Achievement and standards

Achievement is good for most pupils. Overall standards are below average in Year 2 and well below average in Year 6. A wealth of data is available to clearly demonstrate that individual pupils' achieve well by the end of Year 2. Extremely detailed tracking of pupils' progress also clearly shows that, despite some disruption to their education in a period of change at the school, Year 6 pupils have made

good progress from their very low entry point. In the Foundation Stage which is the nursery and Reception unit, children make good progress in all areas. About half, however will not achieve all the targets expected of them before the end of their Reception year. Communication, language and literacy is a particularly weak area for many with writing skills being the least developed aspect.

In the current Year 2, standards in reading, writing and mathematics are below average. There is no significant difference in attainment between boys and girls. A strong emphasis on improving reading and writing skills, identified as particularly weak in the 2005 national tests, is beginning to have a marked effect on raising standards, particularly in reading. Good opportunities are provided for pupils of all ages to use their reading and writing skills in literacy and across all subjects.

In the 2005 national tests, the performance of Year 6 pupils was particularly weak in mathematics and science. It was rather better in English as a result of new initiatives to improve pupils' literacy skills. Inspection evidence clearly shows that current standards in Year 6 are well below average in English, mathematics and science largely because three-quarters of the pupils have learning difficulties. Despite this, most are making good progress because of the good quality of teaching they are receiving. The very few more able pupils and the few minority ethnic pupils are sufficiently challenged and most are expected to achieve the targets set for them.

Grade: 2

Personal development and well-being

Behaviour in lessons is usually good with pupils showing respect and consideration for others. Their attention falters, however when teachers talk for too long during lesson introductions. There was some boisterous play outdoors and some pupils reported incidents of bullying. Everyone knows what steps to take if they are bullied. A school pupil council has recently been established and pupils take their responsibility seriously. Attendance is currently well below the national average despite a raft of measures and incentives to improve it. Pupil mobility accounts for much of the absence.

In the Foundation Stage unit, children's social and emotional development is promoted most effectively. The good ratio of adults to children and good opportunities to share equipment and take part in role play ensures children enjoy being in this unit.

Pupil's spiritual, moral, social and cultural development is good. Pupils develop confidence because their different achievements are valued and rewarded by staff. All gain a good knowledge and understanding of world religions and cultures through lessons and visitors from Africa.

Pupils understand, very well, how to keep safe and healthy and are helping to work

towards a healthy school award. They enjoy using computers and their ability to collaborate with others when working in groups is giving them essential skills for when they are adults.

Grade: 2

Quality of provision

Teaching and learning

The quality of teaching and learning are good throughout. In the Foundation Stage unit, the quality of teaching is good with the skilled teaching assistants making a major contribution to children's learning. The enthusiasm of the two teachers who job-share and the enjoyable activities they provide successfully engage children's interest. In some of the morning sessions with nursery children, however, there are insufficient opportunities planned to develop children's early writing skills. The poor attendance at some of the sessions is a problem to be resolved if children's rate of progress is not to suffer.

In Key Stages 1 and 2, strengths include, the good relationships between staff and pupils, skilled questioning to check on learning, especially in the Year 2 and 3 class and detailed planning which matches tasks to pupils' needs. Teachers' planning includes good opportunities for pupils to use their literacy, numeracy or computing skills in most subjects. Teaching assistants effectively support pupils who need help.

Aspects which need improvement include some teachers' questioning skills and the length of introductory sessions in lessons. Opportunities are missed to develop pupils speaking skills when short answers are accepted and pupils are not challenged to think about giving reasons or lengthier explanations when answering. Many pupils lose their concentration when teachers talk for too long.

Grade: 2

Curriculum and other activities

Curriculum provision is good. The school is increasingly providing interesting and relevant experiences for pupils by planning activities that bring together learning from several subjects. For example, Year 4 and 5 pupils applied their computing skills to produce mathematical graphs on how they came to school. This also linked to their history topic on transport. Provision for pupils' personal and social development is a strength and is succeeding in raising pupils' self-esteem and confidence. Pupils are excited about learning to speak French and the annual trip to France is an added incentive. There is a strong emphasis on art and design and pupils' work brightens up all the classrooms. The curriculum for the Foundation Stage unit is good but the outdoor provision has not been imaginatively developed.

Pupils' learning is enriched by a wide range of after school clubs and visits. Good use is made of the learning centre minibus to broaden pupils' experiences with trips to a rugby match and places of educational interest.

Grade: 2

Care, guidance and support

The care provided by the school for all pupils, including the high number of pupils with learning difficulties and vulnerable children, is outstanding. The learning centre staff greatly enhance the excellent school provision and the new children's centre will be an additional asset.

The school's excellent pastoral provision supports and reinforces all pupils' academic, emotional and personal development exceptionally well. All pupils develop a good sense of belonging to the school. Adults use praise effectively to raise self-esteem and pupils feel confident that there is always someone they can turn to for help.

Arrangements for safeguarding children and health and safety procedures are excellent. The high mobility has sharpened arrangements for settling new children into the nursery class and main school. These are very good and help pupils to settle in quickly. The school has already established close links with the high school through belonging to the same action zone and this facilitates a smooth transition for pupils. A highlight is the joint trip to France for all Year 6 pupils and Year 7 from the high school. Pupils have a clear understanding of their own learning targets. These are very specific and inform pupils about what is expected of them.

Grade: 1

Leadership and management

Leadership and management are good. The headteacher has worked ferociously hard since her appointment and provides outstanding leadership in developing the school. She is supported by an able and talented deputy. Together, the headteacher and the deputy have taken ownership of the intensive support programme provided by the local authority and are successfully using it to meet the school's needs. Staff work skilfully together as an efficient team and are creating a good social and emotional environment in which pupils can learn. Expectations of pupils are high.

Systems to monitor the curriculum, teaching and learning and pupils' progress are well managed. All staff are involved in shaping the school's plan for improvement. All teachers, however, are not yet sufficiently skilled in effectively evaluating the quality of teaching and learning. The comprehensive assessment and tracking of pupil's progress is excellent. It clearly demonstrates how well pupils achieve. The

headteacher's expertise on tracking is recognised by other partners in the Local Authority. The leadership team maintains a strategic overview of performance and this clearly demonstrates good capacity for further improvement.

The well informed governing body fulfils its statutory responsibilities effectively. They challenge and support the school and have a clear understanding of school improvement issues. Every attempt is being made to fill governor vacancies. Pupils, parents and governors are consulted on many issues and the school values their contributions. Pupils', for example, are involved in the appointment of new teachers when their views are sought after they have met prospective new teaching staff. Parents are very supportive and this is reflected in the positive questionnaire responses. The budget is carefully managed. Value for money is good.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping me when I visited your school. I really enjoyed talking to everyone and looking at your work. I think your art work is very special and helps to brighten up your classrooms. The other things that I particularly liked were:

- the fantastic job your headteacher is doing to improve your school
- the good start to school you all get when you come into nursery and the many interesting things they have for you to do in the foundation unit
- how well all of you enjoy school when you attend
- the very special care and support you all have from all of the staff
- your good behaviour in lessons and the way you tried so hard to answer questions
- the good use you make of the minibus for visits to places of interest. I think Year 6 are very lucky going to France each year.

I have asked the staff and governors to do all they can to improve how well you all do in English, mathematics and science by:

- making teaching even better in all lessons. I hope teachers will keep lesson introductions fairly short and give you more time to do your work
- making sure that all your teachers and as many governors as possible help to check how good lessons are and spot anything which could be improved.

Thank you again for helping me with the inspection of your school. I hope that you will carry on helping your teachers to make it even better! The best way you can do this is to make sure you come to school every day, even if you are late. You miss so much when you are absent.