

# Conisbrough Balby Street Primary School

Crags Road, Denaby Main, Doncaster, South Yorkshire, DN12 4DX

**Inspection dates** 3–4 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Between Years 1 and 6, pupils, including disabled pupils and those with special educational needs, disadvantaged pupils and the most able pupils, do not make consistently good progress from their starting points in reading, writing and mathematics. In 2014, attainment at the end of Year 6 was well-below average and has fallen since the previous inspection.
- Teaching is not consistently good. Not all teachers regularly check what pupils know and can do. This information, when collected, is not always used to plan and provide activities which match pupils' varying needs and abilities. For some, such as the most able pupils, work lacks challenge.
- Pupils' misconceptions are not always apparent or addressed in a timely way because the quality of teachers' questioning requires improvement.
- Teaching assistants are not always effective in supporting pupils' learning, particularly those with special educational needs or disadvantaged pupils.
- Some pupils do not engage fully in their learning, which, in turn, causes some low-level disruption in lessons. As a result pupils' behaviour requires improvement.
- Leaders do not analyse the data of all groups robustly enough to ensure that they quickly and precisely spot what needs to improve further and to ensure that timely adjustments to provision are made accordingly. The school's use of the pupil premium funding, for example, is not yet effective.
- Leaders' actions to improve teaching have not ensured that it is consistently good.

### The school has the following strengths

- Provision in the early years is good and, as a result, children in Nursery and Reception make good progress from their starting points.
- Effective support from the Interim Executive Board, the local authority and leaders and staff of a local primary academy, is successfully helping the school to improve.
- The school's headteacher provides a very strong role model for teaching.
- Pupils' progress is accelerating and standards at the end of Years 2 and 6 are now rising quickly due to better teaching. Teaching in Year 6 is particularly strong.
- The school's work to keep pupils safe and secure is good. Pupils are kept safe in school and feel safe.
- Leaders have significantly improved pupils' attendance, which is now above average. Pupils are punctual to school.

## Information about this inspection

- The inspector observed teaching and learning in a range of lessons. Three lessons were observed jointly with the headteacher and executive headteacher.
- The inspector observed and spoke with pupils during lessons, at break times and at lunchtime. She also met formally with groups of pupils from Key Stages 1 and 2. The inspector also observed pupils in assembly.
- Meetings were held with the headteacher and senior and middle leaders. A meeting also took place with members of the Interim Executive Board of Governors and the school's executive headteacher. The inspector also met a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including pupils' work in their books and children's learning journals in the early years. The school's arrangements for safeguarding, performance management procedures, attendance data and information about pupils' current progress and attainment were also reviewed.
- The inspector considered the 15 responses to the online questionnaire (Parent View). She also took into account the views of parents shared on the school's blog.

## Inspection team

Fiona McNally, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are of White British heritage.
- A much higher than average proportion of pupils are disadvantaged and supported through pupil premium funding. The pupil premium is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils or those who have special educational needs is well-above average.
- Children enter the school in Nursery on a part-time basis. They move into Reception on a full-time basis.
- In most classes between Years 1 and 6, there is a mixed age-range of pupils.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school works closely with Ivanhoe Academy. Since August 2014, the academy's headteacher has been acting as executive headteacher for this school. Other leaders and teachers from the academy also provide additional support.
- A small number of pupils from Year 6 attend Ivanhoe Academy for the teaching of certain subjects.
- An Interim Executive Board was established in October 2014 and acts as the school's governing body.

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

- Improve the quality of teaching so that it is at least good or better so that all groups of pupils in Key Stages 1 and 2 achieve well and make good progress in reading, writing and mathematics, by ensuring that:
  - teachers always check pupils' understanding regularly
  - the information from checking what pupils know and can do is used to provide activities that always closely match pupils' varying needs and abilities and engage pupils fully in their learning, so that pupils behave well in lessons
  - questioning is always used to elicit pupils' understanding and that where misconceptions are apparent these are addressed in a timely way.
- Continue to strengthen further the impact of leadership and management by making sure that:
  - leaders make improved use of data to identify the achievement of different groups of pupils and timely adjustments to provision where achievement is not good
  - leaders' actions to improve teaching are rigorous so that all teachers meet pupils' needs well and develop the roles of teaching assistants so that they are consistently effective in supporting pupils' learning
  - the pupil premium funding is used to good effect so that the gaps in attainment between disadvantaged pupils in the school and other pupils, both in the school and nationally, are narrowed.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because teaching and pupils' achievement over time have not been consistently good in Key Stages 1 and 2.
- Since the last inspection, the school's performance has declined to the extent that the local authority identified the school as requiring significant improvement. Since this time, however, several changes have been made in order to strengthen the ability of the school to improve and to do so quickly.
- The school's senior leaders are now effectively supported by the Interim Executive Board. The strong support from the headteacher, and other leaders and staff, of Ivanhoe Academy, are working extremely positively with the school in order to drive improvement forward quickly. The decline in the school's performance since the last inspection has already been halted and improvements are already clearly evident. Pupils' progress is accelerating and standards at the end of Years 2 and 6 are rising due to better teaching, especially in writing. Early years leadership has also successfully strengthened and children's learning is getting off to an increasingly good start. Even so, there is still more to be done to ensure children's good start is built on effectively so that pupils make consistently good progress between Years 1 and 6.
- The leadership of teaching is improving. Training for teachers has been extended. The school's headteacher provides a very strong role model for teaching from which others learn, particularly in making sure that teaching meets pupils' varying needs. She enjoys very strong relationships with her pupils across the school and models respect in this way. However, leaders' actions to improve teaching are not rigorous enough in ensuring all teachers meets pupils' needs well and to ensure that teaching assistants are consistently effective in their roles.
- While the school has a realistic view of its own performance and leaders are clear about the impact their work is already having on improving the school, their plans for further improvement are not sufficiently detailed or clear. Not all senior and middle leaders review and analyse the data collected, showing the achievement of different groups of pupils, to good effect. Therefore, leaders do not ensure that they quickly and precisely spot what needs to improve further and ensure that adjustments to provision are made accordingly. The leadership of the disadvantaged pupils, disabled pupils and those with special educational needs, in particular in this respect, requires improvement.
- Although the school is committed to equality of opportunity for all, pupils do not achieve equally well across the key stages. The school's use of the pupil premium is not effective. Leaders can identify where pupil premium money has been spent. Subsidies are provided for disadvantaged pupils so that no pupil misses out on any experiences on offer. However, leaders do not make timely changes to the use of the funding when the impact on disadvantaged pupils has not been good.
- Due to strong and effective work with families and pupils, leaders have made a strong impact on improving pupils' attendance. The number of more serious behavioural issues has also greatly reduced. However, leaders have not ensured pupils always behave well in lessons and around school.
- The curriculum is broad and balanced. Increasingly, pupils are given opportunities to develop their basic literacy and numeracy skills. There are now more opportunities to write at length and on a variety of topics and in different styles. A new system for assessing pupils' mathematics skills means that pupils practise different mathematics skills on a daily basis. This offers them the opportunity to apply their skills in real-life situations.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils regularly visit local places of interest. They are mindful of people living in challenging circumstances and help to organise events that will raise money to support various local and national charities. A monthly letter to parents and pupils from the executive headteacher helps to engage parents and ensure they are aware of the experiences pupils can access in school, as well as some of the challenges their children face.
- Music plays a very special part in school life, with large numbers of pupils playing brass and string instruments and all pupils making the most of opportunities to sing. Through their work in history, geography and religious education and through the variety of activities that go on inside and out of the classroom, pupils have a good understanding of what it is like to be living in Britain today; how this compares to life many years ago and to life in other countries and cultures. Pupils demonstrate an enthusiasm for learning about other ways of life and understand the need for tolerance and respect. In these ways, pupils are well prepared for life in modern Britain, discrimination is not tolerated and the school promotes good relationships.
- The primary school physical education and sport funding is used well. Pupils are now far more inclined to take part in physical activities, as well as competitive sports. As a result of specialist coaching and teaching, the proportion of pupils taking part in competitions and training to be a sports leader is very

high.

- The local authority has a clear view of how well the school is doing. Its support, along with encouragement to work in collaboration with Ivanhoe Academy, has been key in moving the school forward over the past six months. The local authority continues to work closely with the school and knows what still needs to be done to make further improvements.
- The school ensures that safeguarding procedures are in place, meet statutory requirements and are effective.
- **The governance of the school:**
  - The Interim Executive Board is effectively supporting school improvement and turning its performance around from one of decline to one of improvement. Priorities, to improve teaching and achievement so that they are good, are constantly kept in firm view. Board members' good understanding of the national data and of the school's performance and how it compares with others helps them to effectively hold school leaders to account.
  - The board ensures that the finances of the school target priority areas. It is well aware that more improvements are needed, including making sure that pupil premium funding has a good impact on improving the achievement of disadvantaged pupils.
  - The board ensures that appraisal of teachers' performance is robust. As a result members of the board have a clear view of the quality of teaching. They are determined to ensure that where pupils' achievement is good, teachers receive pay progression. Equally, where teachers fail to meet their targets, pay progression is not awarded.

## The behaviour and safety of pupils

## require improvement

### Behaviour

- The behaviour of pupils requires improvement.
- When activities in lessons do not effectively meet pupils' varying needs and abilities, some pupils can disengage or are not fully involved in learning. A few pupils can cause some low-level disruption to the learning of others. Pupils report that learning is sometimes disrupted for short periods by silly behaviour. Parents also believe that behaviour is not always good, although parents on the school's blog have a more positive view.
- Around school, the large majority of pupils are courteous and conduct themselves well at different times of the day. In the playground, pupils of different ages generally play well together, with both boys and girls taking part in various games and sports. However, this is not always the case. Pupils report that there can be some poor behaviour during break times on the playground from a small minority of pupils.
- Not all pupils demonstrate respectful attitudes towards each other or towards staff, as observed during the inspection. For example, in assembly, some younger pupils talked through a time for reflection.
- The number of more serious behavioural incidents has decreased significantly since last year. There have been no exclusions this year. Leaders ensure that those pupils who find managing their own behaviour difficult are effectively helped to improve it.
- Pupils are proud of their school and are glad that they attend. They believe it is 'special because it is warm and friendly'. Pupils who join the school partway through the school year say that it is easy to make friends because everyone is welcoming and because staff care that they are happy. Pupils' pride in their school is seen by their smart appearance and their adherence to the school-uniform rules.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils are safe in school and feel safe at all times. Pupils report that school is the 'safest place they know'. They acknowledge that the number of serious behaviour incidents has significantly reduced and so school is now even safer. This is why they say they are happy in school.
- Older pupils act as buddies for the younger ones. Pupils take these roles very seriously. Younger pupils are very appreciative of the system, which makes them feel safe when they join and when they are the smallest in the school. Buddies ensure that younger children are dressed appropriately to keep safe outdoors and that they know they can talk to their buddy if they have any worries.
- School leaders have worked hard and effectively to ensure that attendance is good. For a number of years, attendance has been below average but, in the last two years, it has risen and is now above average. This is due to the leaders' successful focus on supporting all parents to understand the importance of their children attending every day. In the same way, the school has worked hard to ensure that more pupils always arrive at school on time. The number of pupils who regularly arrive late has also significantly reduced. Most arrive on time and ready to learn.

- Pupils are aware of different forms of bullying, such as cyber-bullying. They know how to keep themselves safe and avoid potential dangers when using the internet. While they acknowledge that bullying in school occasionally occurs, they say that a member of staff deals with it immediately and this means it does not happen again.
- Arrangements to ensure that those pupils in Year 6 who attend Ivanhoe Academy for some lessons are kept safe are good. Their attendance is also good.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, it has not enabled pupils to make good progress and achieve well between Years 1 and 6, in reading, writing and mathematics. While teaching is starting to improve, it is not consistently good.
- Teachers do not always regularly check pupils' understanding of what they know and can do. Furthermore, when teachers do make these checks, they do not always use the information to plan activities that meets pupils' varying needs and abilities. At times, the most able pupils are not given work that challenges them to achieve their potential; they can be given tasks that are too easy or repetitive. Therefore, they do not get the chance to move their learning on quickly and to reach the higher levels. Similarly, at times, the least able pupils are sometimes given tasks which they find difficult to understand. Pupils' time is sometimes wasted not knowing how to proceed. This mismatch of work to pupils' varying abilities sometimes manifests itself in low-level disruption by a few pupils and this slows learning.
- The quality of teachers' questioning is also variable. Questioning by some teachers is very skilful, drawing out information from pupils and using this to gauge precisely what pupils do and do not know. In the best examples, questioning also elicits pupils' misconceptions about learning. Teachers use these to address the errors and support pupils in correcting their understanding. However, this is not a consistent strength across the school. At times, teachers miss opportunities to get pupils to offer answers in depth or to explain their reasons for answers. As a result pupils' misapprehensions in learning are sometimes missed and so pupils continue to make errors.
- Pupils' books show that the quality of feedback to pupils resulting from teachers' marking of work has significantly improved since September 2014. This is seen consistently across the school. Pupils receive clear advice on how they can improve their work and the impact of this reflects clearly in pupils' better progress. Even so, opportunities to use this information to plan the next stages of pupils' learning and to ensure pupils are able to work on targets teachers have set are still occasionally overlooked.
- The quality of support provided by teaching assistants is not always effective in helping pupils to do well and requires improvement. Mostly, teaching assistants support the least able pupils and disabled pupils or those who have special educational needs. In addition, where specific support has been identified for disadvantaged pupils, teaching assistants are often the ones who work with these pupils. However, teaching assistants are not skilled enough to ensure that tasks are adjusted to ensure they meet pupils' needs closely. As a result, this hinders the progress of these pupils.
- The teaching of literacy is improving and, as a result, pupils are making better progress. For some pupils, such as in Key Stage 1 and in Year 6, progress in reading and writing is now good. Teachers systematically check pupils' writing and use this information to guide the pupils' learning to improve on their individual targets.
- Teaching in the early years is consistently good. Teachers use assessment information effectively to plan purposeful activities for children.

### The achievement of pupils

### requires improvement

- Despite children's good start to learning in the early years, between Years 1 and 6 all groups of pupils do not make consistently good progress over time in reading, writing and mathematics.
- Since the last inspection, standards of attainment by the end of Year 6 have fallen and, in 2014, were well below average in reading, writing and mathematics. The proportion of pupils reaching the expected Level 4 fell below the government's minimum expected levels. Although, across the school, pupils are starting to make better progress than previously and standards are rising, pupils' achievement still requires improvement.
- In 2012 and 2013, pupils' attainment at the end of Year 2 was significantly below average. In the past, pupils' understanding of letters and the sounds they make (phonics), for example, has been weak. In 2014, however, standards in Year 2 increased significantly, especially in reading and mathematics, and were close to average for the first time in many years. This reflects stronger teaching in Years 1 and 2,

particularly in reading. Although younger pupils becoming increasingly successful in their understanding of phonics, the proportion of pupils meeting the expected standard in the reading screening check in Year 1 is still below average.

- In Key Stage 2, pupils' progress over time has been too inconsistent between year groups and subjects. In Year 6 in 2014, for example, a below-average proportion of pupils made the expected rate of progress in reading and mathematics. All pupils, however, made the expected rate of progress in writing. In all subjects, too few made more than the expected rate of progress. For some, this reflects progress that, over time, has been too slow. However, the proportion of pupils who are now making expected progress through Key Stage 2 has rapidly improved and, for some, this means that pupils are now catching up on lost ground quickly.
- Since September 2014, the progress of the oldest pupils has been outstanding. Many of the previous gaps in their learning are being successfully filled. The large majority of pupils currently in Year 6 are working at the expected standards for their age in each of reading, writing and mathematics. Even so, in other year groups in Key Stage 2, although attainment is improving, too many pupils are not at the expected levels for their age, particularly in reading and mathematics.
- The most able pupils are not yet reaching the standards of which they are capable at the end of Year 2 and 6. In Year 6 in 2014, the proportion of pupils reaching the higher levels of attainment at the end of Year 6 was very low. Work for the most able pupils does not always take their higher starting points into account and therefore lacks the necessary challenge to enable them to reach their potential.
- The achievement of disabled pupils or those who have special educational needs requires improvement. Their needs are not always closely monitored. Checks made on their achievement are undertaken but do not lead to adjustments being made quickly enough to improve the quality of provision when weaknesses are identified.
- The achievement of disadvantaged pupils is starting to improve but is not consistently good. The school's published data reporting the achievement of pupils at the end of Year 6 in 2014, indicate very wide gaps in the achievement of disadvantaged pupils compared to others in the school and nationally. In mathematics disadvantaged pupils were over four terms behind others in the school and nearly nine terms behind other pupils nationally. In reading, they were two terms behind others in school and five terms behind other pupils nationally. In writing, they were over two terms behind others in school and four terms behind other pupils nationally. However, in Year 6, currently, the gaps between disadvantaged pupils' progress and attainment and those of other pupils have closed rapidly since the start of the school year. In the rest of the school, some gaps remain but they are not as wide as those reported in Year 6 in 2014. In Year 2 in 2014 for example, disadvantaged pupils were ahead of the others in school by one and a half terms in writing and half a term in mathematics but were just half a term behind others in school in reading.
- The achievement of the pupils in Year 6 who attend Ivanhoe Academy is good.

### The early years provision

is good

- Children, in both Nursery and in Reception, make good progress. This has been the case over recent years in Nursery and represents strong improvement to the quality of provision and achievement of children in Reception.
- Most children enter the school with levels of development which are significantly below those typical for their age, particularly in speech and language, literacy and understanding of number. A significant proportion arrive having already been identified with special educational needs. From their varying starting points, children make good progress. Over recent years, the proportion leaving Reception reaching a good level of development, although below average, has risen. This proportion is rising significantly again this year, as seen in the children's work in their journals and the teachers' observations. As a result, the children are increasingly well prepared for learning in Year 1.
- Teaching is good. Children have regular opportunities to lead their learning, based on their own interests. This is enhanced by a wide variety of activities made available to them, all based on focus points, shared at the start of sessions. These opportunities mean that children are well engaged throughout the sessions and make good progress in a variety of skill areas.
- Children's behaviour is good. Some children enter the school with levels of personal, social and emotional development which are lower than those typical for their age. Adults focus on supporting children in their ability to manage their feelings and understand how to relate to other children. As a result all children manage their own behaviour well. When there are issues, adults are highly skilled in speaking with children to help them understand what is wrong and focus very well on making amends and overcoming any negative behaviour. As a result there is a calm, purposeful environment, where children's attitudes to

learning are positive.

- Leadership is good. There is a coherent approach to improving the provision. The early years leader has a very good understanding of what the youngest learners need in order to be stimulated and to enjoy learning. She is accomplished in her understanding of individual children's specific needs and works well with all adults to provide a learning environment where these needs are met. For example, children are given very regular opportunities to practise their oracy skills, such as encouraging them to talk through what they are doing and urging them to offer each other oral feedback on their undertakings. The wider school leadership has facilitated much better support for the early years leader so that she can gauge a clear understanding of the strengths and areas for development in the provision. This has led to much more focus on developing the quality of provision to further support children's development, including some inspiring work on the children's outdoor area.
- Leaders ensure that children are kept safe, feel safe and know how to keep themselves safe and avoid unsafe practices. This is supported by a well-thought-out learning environment and strong adult support.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106738
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	456094

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Brown
<b>Headteacher</b>	Michelle Walton
<b>Executive Headteacher</b>	Joe Brian
<b>Date of previous school inspection</b>	27 March 2012
<b>Telephone number</b>	01709 862640
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