

## SUMMARY OF THE INSPECTION REPORT

### CANKLOW WOOD PRIMARY SCHOOL

This average sized primary school in Rotherham was inspected on 8 – 10 March 2004 by an inspection team led by Mr J R Francis

#### OVERALL EVALUATION

The school is providing its pupils with a **satisfactory** standard of education but has serious weaknesses in the standards pupils achieve in mathematics and science by eleven and the overall quality of teaching in years 3, 4 and 5. There is good and sometimes very good teaching in the nursery and reception class, year 2 and year 6. Leadership and management are satisfactory overall, but there are weaknesses in the leadership of some subjects. The school offers satisfactory value for money.

#### The school's main strengths and weaknesses are:

- standards in mathematics and science are too low;
- attainment in religious education (RE) and information and communication technology (ICT) is below the expected standard at year 6;
- teaching in mathematics and science is not good enough;
- subject leadership is good in English but unsatisfactory in mathematics and science;
- there is good support for pupils who have special educational needs;
- provision for the care and welfare of pupils is good;
- there are very good links with the community and good links with parents;
- there is good provision for children in the nursery and reception class.

Standards in mathematics and science are not as high as at the time of the last inspection and teaching overall is not as good. The leadership of the curriculum has not been improved. Other weaknesses have been satisfactorily addressed.

A high level of teacher turnover and the loss of some experienced senior staff have hindered improvements over the past two years. Recent appointments will provide a more stable staffing structure for September.

#### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	E*	C
Mathematics	E	E*	E*	E
Science	B	E*	E*	E

*Key: a - well above average; b - above average; c - average; d - below average; e - well below average; e\* - in the bottom five per cent of schools nationally*

*Similar schools are those whose pupils attained similarly at the end of year 2.*

Overall achievement is **unsatisfactory**. Over the past two years, pupils' performance in national tests has been in the bottom five per cent of schools. In English, however, pupils attained the average for similar schools and standards in this subject are improving.

By year 6, standards in English are below average overall, but with pupils' writing being stronger than their speaking and listening or reading. Standards in science are well below average and in mathematics very low. This is because in years 3, 4 and 5 pupils do not achieve as well as they should. Standards in ICT are unsatisfactory, and in RE standards are below those expected. Those pupils who have special educational needs achieve appropriately because the work is well matched to their needs and they are well supported. Pupils who have English as an additional language make satisfactory progress.

Children in the nursery and reception class achieve well, and very well in their personal and social development (PSED). However, very few are in line to reach the expected levels by the time they go into year 1.

Pupils' personal development, including their spiritual, moral, social and cultural development is **satisfactory**. Pupils' attitudes to school and behaviour are satisfactory. Attendance is below average.

## THE QUALITY OF EDUCATION

The quality of education is **satisfactory**. The teaching and learning are **satisfactory** overall, but there is too much unsatisfactory teaching and not enough good teaching in years 3, 4 and 5. Teaching for nursery and reception children, and in years 2 and 6 is good. The curriculum is satisfactory overall and is enriched by many visits and visitors. While pupils' personal development is satisfactory, not enough attention is given to helping them achieve better standards. Child protection procedures are good. There are good links with parents and very good links with the community.

## LEADERSHIP AND MANAGEMENT

The headteacher provides **satisfactory** leadership and management of the school. He has worked hard to limit the difficulties caused by the many changes to staffing over the last two years and remedy weaknesses in teaching. He has formed strong links with parents. Subject leadership in English is good, but without permanent subject co-ordinators for mathematics and science there has been no progress towards improving the quality of learning in these subjects. Governors carry out their statutory duties satisfactorily. They are committed to the school but are not involved in checking upon its effectiveness.

Systems to track pupils' progress through the school are being developed, but are not yet being used sufficiently well to have an impact on their learning.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and find the headteacher and staff very approachable. A large minority felt that behaviour in school was an issue. The inspection judges behaviour to be satisfactory around the school but unsatisfactory where there are weaknesses in teaching. Pupils enjoy school and are involved in a number of projects for improving the school.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in English, mathematics and science;
- improve the quality of teaching in years 3, 4 and 5;
- improve the leadership of mathematics and science;
- raise standards in ICT and RE;

and, to meet statutory requirements:

- teach all of the aspects of ICT required by the National Curriculum.

*A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).*

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# PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*