

Misterton Primary and Nursery School

Inspection report

Unique Reference Number	122657
Local Authority	Nottinghamshire
Inspection number	359285
Inspection dates	15–16 September 2010
Reporting inspector	Susan Walsh

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Peter Large
Headteacher	Mrs Jane Cappleman-Jackson
Date of previous school inspection	15 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons taught by eight teachers and held meetings with members of the governing body, pupils and staff. They observed the school's work including examining the school improvement plan and samples of pupils' work, and analysed responses to 69 parental questionnaires.

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

the quality of provision in the Early Years Foundation Stage, including examining the quality of adult support and the accuracy of assessment, looking particularly at the way that assessment information is used to plan activities in all areas of the curriculum

- the provision for teaching new skills, promoting problem solving and making links between different subjects
- the quality of support available for pupils with special educational needs and those who speak English as an additional language and the impact this has on their achievement
- the pace of school improvement.

Information about the school

The school is slightly smaller than average. The proportion of pupils with special educational needs and/or disabilities is average, although relatively few pupils have a statement of special educational needs. The majority of pupils are from White British backgrounds. A small number of pupils who are at the very early stages of learning to speak English have recently joined the school. The school has just gained Dyslexia Friendly status. There is part-time Nursery provision for children aged three to four and, together with the Reception class, this forms the Early Years Foundation Stage unit. The school provides a breakfast club. The on-site childcare that occurs after school is managed by a private provider and is inspected separately. A new headteacher joined the school in September 2010 and there have been very recent staff changes in the Early Years Foundation Stage.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Misterton Primary and Nursery School is a satisfactory school. The school provides a very cheerful and welcoming environment where pupils are well looked after and, consequently, feel safe and secure. There is a calm, purposeful atmosphere, reflecting the strong focus on pupils' personal development. Pupils clearly enjoy school and work and play well together. They quickly learn to respect the views of others and, by the time they reach Year 6, they have developed mature attitudes.

When children join the school in the Nursery class, their skills are very similar to those expected for their age. They make satisfactory progress through the school and, by the time they leave in Year 6, their attainment is broadly average. Although some good teaching was seen during the inspection, teaching over time has been satisfactory and has resulted in satisfactory outcomes for pupils. Occasionally, there is lack of clarity regarding what pupils are expected to learn in a lesson and the work set is not always well matched to pupils' abilities. In the best lessons, teachers regularly check pupils' understanding but this is not consistent. Children themselves say that they are not always clear about how to improve their work.

Outcomes have been very similar for a number of years and, although achievement is satisfactory, it has not improved to good. Relative weaknesses in the quality of school development planning and inconsistencies in practice have slowed improvements to attainment and progress. The school improvement plans do not always contain clear strategies designed to effect improvement and the monitoring of the impact of the plan is not rigorous enough. Although the school is aware of its overarching strengths and weaknesses, the limited use of performance data means that outcomes and the rate of school improvement are sometimes thought to be better than they are. The school has extensive information about pupils' attainment which pinpoints pupils who are at risk of underachieving. However, this complex data is not used effectively enough to provide timely information about the rates of progress of pupils in different classes or to fully inform self-evaluation and development planning.

The provision for children in the Early Years Foundation Stage has been recently enhanced and the quality of pupils' writing is getting better in many classes due to improvements to the curriculum. The recently appointed headteacher has rapidly pinpointed what needs to be done to enhance the quality of teaching and boost pupils' progress. This, along with high levels of motivation of both staff and pupils, demonstrates the schools' satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve the proportion of good teaching by:

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- making certain that the work set in lessons is always well matched to pupils' abilities
- ensuring that teachers and pupils are clear about learning intentions in lessons
- making sure that pupils' understanding is checked during the lesson
- developing pupils' understanding of how to improve their work.
- Enhance the quality of self-evaluation and school improvement planning by:
 - using the school's assessment systems more effectively to closely monitor the progress of different groups of pupils and to provide timely information about rates of progress in different classes during the school year
 - making certain that the school improvement plan contains clear strategies designed to produce measurable improvements to outcomes and that these strategies are consistently applied throughout the school
 - ensuring that outcomes and performance data are robustly monitored by both the school and the governing body.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In the classroom, pupils acquire knowledge and understanding at a satisfactory rate. Pupils are enthusiastic about learning and apply themselves well. Although progress is satisfactory overall in both Key Stage 1 and Key Stage 2, there are inconsistencies between the rates of progress made by pupils in different classes both during lessons and over time. Recent data suggests that attainment at the end of Key Stage 1 improved in 2010 because a better proportion of pupils gained the higher Level 3 in reading and mathematics. There have been some improvements to the quality of pupils' writing across the school, with the more able pupils in some classes producing particularly lively and engaging pieces of extended writing. Attainment at the end of Year 6 has been broadly average for many years. The above average attainment seen in mathematics in 2009 was not replicated in 2010 and an above average proportion of pupils in the current Year 6 are currently working at below age-related expectations in mathematics. Although they are presently making good progress in mathematics lessons, they have some way to go before they catch up with where they should be. The school is aware that there are variations in the rates of progress made by pupils with special educational needs and/or disabilities. Some make good progress but the school recognises that others do not make the expected progress and that the success of intervention strategies is inconsistent.

Pupils have a good awareness of what constitutes a healthy lifestyle and older pupils are particularly well informed about the dangers of illegal drugs. Children, from the Nursery class upwards, are being encouraged to appreciate the world around them. Behaviour is good, both in lessons and around school. Pupils are emphatic that they all get on well together and say that bullying or even fallings out are rare. Pupils are keen to make a good contribution to their school community through the school council and the Eco committee but opportunities to contribute to the wider community are more limited. In particular, pupils have few opportunities to gain direct experience of other cultures.

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Although pupils develop good social skills and attend school regularly, their progress in basic skills is satisfactory. Consequently, they are satisfactorily equipped for the next stage of their education.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Relationships between teachers and pupils are warm and supportive. They contribute to the effective management of behaviour and promote pupils' good personal development. Resources, including interactive whiteboards, are often used well to support learning. In the best lessons, teachers make sure that pupils are very clear about what they are expected to learn and frequently check pupils' understanding and provide them with good guidance. However, this good practice is not consistent and, in some lessons, activities lack a clear purpose and opportunities to assess pupils' progress during the lesson are missed. Teachers' marking does not always tell pupils how to improve their work and the use of individual targets for pupils is inconsistent. Teaching assistants make an important contribution to supporting pupils' learning and are particularly skilled at helping to build the confidence of those pupils who find learning challenging. However, evidence from lesson observations and scrutiny of pupils' work indicated that activities are not always finely matched to pupils' needs and this slows the progress of more able pupils as well as those who find learning challenging.

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The school has focused on providing more opportunities for pupils to engage in imaginative tasks and promoting greater links between subjects. Where this happens, for example, when teachers used the space theme in Key Stage 1 to bring together literacy, mathematics and science, it ensures a high level of interest from pupils. Good links between history and literacy in Key Stage 2 and the use of texts that appeal to both boys as well as girls is encouraging boys to write with enthusiasm. The school is aware that there is even more to do to ensure that pupils' investigative skills are promoted well and that consistent links are made between subjects. Currently, there is no access to computers in the classroom and this restricts the way teachers can plan research tasks into lessons.

The quality of care is good and this is reflected in the way pupils feel at ease in the school. The breakfast club provides a pleasant social gathering at the start of the day which is enjoyed by pupils. The school quickly identifies potentially vulnerable pupils, including those with special educational needs and/or disabilities. Carefully tailored support is provided, often through good cooperative working with other agencies. Staff are working hard to support those children who are at the very early stages of learning English but the school lacks resources and experience in this area. Transition arrangements are good and ensure that pupils look forward to the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Although recent improvements have been made to subject development plans and development plans for the Early Years Foundation Stage, the school's overarching plans to build improvement continue to lack important detail and specific criteria by which to measure their success. Not enough is done to make certain that strategies for improvement are consistently applied and are translated into better teaching and learning and ultimately improved outcomes for pupils. Target setting is based on expected progress and has resulted in outcomes remaining satisfactory rather than being boosted to good. The new headteacher is fully aware of the potential to increase the rate of school improvement and is very ambitious for the school. However, she has not had time to make an impact.

There is no doubt that the school is committed to equal opportunities, as demonstrated by its thorough procedures for identifying and supporting potentially vulnerable pupils, but data is not used to sufficiently monitor the progress of different groups of pupils. Even though the school itself forms a cohesive community and there is a good understanding of

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local contexts, there is limited evidence of the school reaching out to the wider community in the United Kingdom.

Safeguarding procedures are satisfactory. Much is done to ensure that pupils feel safe and secure but the school does not always fully record the actions it has taken relating to isolated incidents of bullying. The governing body is very supportive of the school and has successfully managed the school's finances and ensured that statutory requirements are met. However, it has not provided enough challenge regarding pupils' attainment and progress and the rate of school improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good leadership and management, illustrated by good teamwork and huge enthusiasm and commitment, are leading to rapid improvements to the quality of provision in the unit. The curriculum has been enhanced to provide a good balance between activities which are led by adults and those that children choose for themselves. Children's needs and interests are increasingly being taken into account and children are clearly enjoying the engaging activities that are provided. Outdoor provision is much improved and is now being used effectively to promote children's learning. For example, during the inspection, children were extremely enthusiastic about taking their 'cars' to be seen by the 'mechanics' at the 'garage' and the activity was used well to enhance children's speaking and listening skills and to encourage early writing. It is too early for these improvements to have impacted fully on children's progress, which is currently satisfactory. Staff are aware that there is still more to do to enhance the quality of provision. They have plans in place to strengthen assessment procedures and know that assessment information is not currently being used to full effect to inform the planning of activities that consistently meet the needs of groups and individuals. Adults use perceptive questioning to develop children's understanding and

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to extend their vocabularies. Their gentle and encouraging support helps young children to settle quickly to school routines and to gain confidence. Consequently, parents are very satisfied with the provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents who responded to the questionnaire are pleased with the quality of education provided by the school. Parents of pupils with special educational needs and/or disabilities and parents of children in the Early Years Foundation Stage are particularly pleased with the support their children receive. A small minority of parents expressed concerns about the way the school manages incidents of unacceptable behaviour including bullying. The inspection team found behaviour to be good. Children said that bullying was rare and were very confident that their concerns were listened to and addressed. However, the school procedures for recording the actions taken regarding incidents of bullying are not robust. Additionally, it is not always clear what actions have been taken to ensure that bullying does not recur.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Misterton Primary and Nursery 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	59	25	36	3	4	0	0
The school keeps my child safe	39	57	29	42	1	1	0	0
My school informs me about my child's progress	36	52	28	41	3	4	1	1
My child is making enough progress at this school	32	46	33	48	3	4	0	0
The teaching is good at this school	38	55	28	41	2	3	0	0
The school helps me to support my child's learning	32	46	32	46	2	3	1	1
The school helps my child to have a healthy lifestyle	26	38	39	57	1	1	1	1
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)	36	52	29	42	2	3	0	0
The school meets my child's particular needs	33	48	32	46	3	4	0	0
The school deals effectively with unacceptable behaviour	16	23	44	64	5	7	2	3
The school takes account of my suggestions and concerns	18	26	47	68	1	1	1	1
The school is led and managed effectively	17	25	45	65	1	1	1	1
Overall, I am happy with my child's experience at this school	37	54	29	42	0	0	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 September 2010

Dear Pupils

Inspection of Misterton Primary and Nursery School, Doncaster, DN10 4EH

It was a delight and a privilege to visit your school. I really enjoyed talking to you all and listened very carefully to what you had to say. It was good to know that you enjoy school and appreciate your school's lovely surroundings and atmosphere. I was impressed by your good behaviour and your good manners. I especially liked the way you held doors open and said 'please' and 'thank you', not only to the inspectors and school staff but to each other. The residential visit to York sounded very exciting. I am glad that you all had such a super time. It is clear that you learnt a lot about Vikings.

You go to a satisfactory school. Your attainment is similar to that reached by pupils at other schools. Teaching in your school is satisfactory and helps you to make satisfactory progress but the quality of teaching and your rates of progress can vary from class to class. I have asked the school to make sure that all teachers make it very clear to you what you are expected to learn in each lesson and always check your understanding in lessons. I have also asked them to make certain that you always know exactly what to do to improve your work and that the work you are set is never too hard or too easy.

The new headteacher and the staff are determined to make your school even better. I have asked them to make sure they have good plans for improvement and that staff and governors keep a careful eye on the way things are going. The school has lots of information about your attainment and I have asked the school to use that information in a smarter way to make sure you all make good progress.

You can help your school to improve further by continuing to work hard in lessons. I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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