

Misterton Primary and Nursery School

Groveswood Road, Misterton, Doncaster, DN10 4EH

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good teaching ensures that pupils of all abilities and backgrounds make good progress in reading, writing and mathematics.
- Children get off to a good start to their education in the nursery and reception, and standards are above average by the end of Year 6.
- Pupils have good attitudes to learning and take pride in their work. They read widely and make good use of information and communication technology.
- Staff typically convey high expectations, question pupils well and make good use of drama and other techniques to make lessons memorable.
- Pupils feel safe and behave well. They take care of others and contribute well to creating a safe environment through their roles, for example, on the school council.
- Well-planned links between subjects and a wide range of visits and contribute well to pupils' learning and personal development.
- The headteacher provides a clear and purposeful sense of direction, and is effectively supported by all leaders and managers and a well-informed governing body.
- Consequently, pupils' achievement has improved well since the last inspection.

It is not yet an outstanding school because

- In a few lessons, teachers miss opportunities to check and reinforce pupils' awareness of how well they are learning, and to develop their independence by getting them to make their own decisions.
- Teachers do not always make full use of marking and feedback to show pupils exactly to improve their work.

Information about this inspection

- Inspectors observed 12 lessons taught by eight teachers, including a joint observation with a member of the senior leadership team. The inspectors also made a number of short visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body, a representative of the local authority, and members of staff including senior and middle leaders.
- Inspectors took account of 21 responses to the online questionnaire (Parent View) and outcomes from the school’s consultations with parents.
- Inspectors observed the school’s work and looked at a range of documents, including data on pupils’ current and previous progress, school development, performance management documentation and records relating to pupils’ behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Elizabeth Needham

Additional Inspector

Full report

Information about this school

- Misterton is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium, which is additional government funding supplied to the school, is average.
- The proportion of disabled pupils and those who have special educational needs supported by 'school action' is average.
- The proportion of pupils supported at 'school action plus' or with a statement of special educational needs is below average.
- The large majority of pupils are from White British families.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding by:
 - regularly checking pupils' understanding of how well they are doing during each lesson to involve them in raising their own achievement
 - frequently promoting pupils' independent learning skills
 - making full use of marking and feedback to further involve pupils in assessing and improving their own work.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are broadly at the levels expected nationally for their age. They make good progress in establishing early personal, reading writing and number skills, which prepares them well for Year 1. They are well motivated and curious and, as a result, their knowledge and understanding of the world around them are particularly good.
- Pupils of all abilities make consistently good progress in all age groups. The school makes good use of the information it collects on pupils' progress to set challenging targets for all groups. This is a good improvement since the last inspection and has led to higher standards.
- Attainment is now above average by the end of Year 6. Almost all pupils reach at least expected National Curriculum levels and a good proportion reach the higher levels, especially in writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress. The good attention given to establishing basic literacy and numeracy skills contributes to their good achievement and love of learning.
- Pupils often write at length, and take pride in presenting their work carefully and articulating their ideas well. Occasionally, pupils' understanding of their own learning and capacity to act independently and improve their own work are limited by the opportunities they receive. Consequently, they do not make the very best progress they could.
- Less-able pupils, including those known to be eligible for the pupil premium funding, make good progress at all stages and the school is successfully narrowing the gap between their attainment and that of other pupils.
- Pupils of all ages read well for a wide range of purposes. Young pupils develop a good understanding of letters and their sounds (phonics) and consequently tackle unfamiliar words well. Pupils read fluently and expressively with evident enjoyment and a good understanding of character and plot.
- Pupils are encouraged to make efficient use of non-fiction books and multimedia resources, such as the internet, to research topics and improve their knowledge.

The quality of teaching is good

- Teachers make good use of accurate assessments of pupils' progress to set work that boosts their learning. They increasingly successfully expect all groups of pupils, including disabled pupils and those who have special educational needs, to make good progress.
- Teachers use a good range of strategies to engage and motivate pupils from the start of lessons, including excellent use of drama and role play to deepen their understanding. For example, pupils in Year 2 act out 'moon walks' in their studies of Neil Armstrong and Year 3 pupils learn how to write myths by acting out Viking stories.
- Work is often imaginative and set at the right level for pupils of different ability. Teachers make good use of vibrant displays of pupils' work as points of reference or 'learning walls' to share ideas and build skills. Very occasionally, the teachers use worksheets that do not allow pupils to develop their own ideas for organising and thinking for themselves.

- Early reading and writing skills are taught well. Pupils systematically develop their knowledge of letters and the structure of words and sentences. Well-planned guided reading sessions and regularly reading out loud in school and at home help older pupils to become fluent and expressive readers. Teachers take many opportunities to model good reading for pupils to follow, and their enthusiasm for books is infectious.
- Teachers make learning exciting and meaningful to the pupils by linking different subjects. This is particularly evident in mathematics where, for example, problems are based on history topics such as the Tudor period or Victorian census data.
- Teachers have very clear and consistent expectations for the presentation of pupils' work. This encourages good levels of care and accuracy.
- Teachers and teaching assistants ask probing questions to explore pupils' understanding and develop their learning skills. They enable pupils to make a good contribution to discussions through, for example, talking with a partner, presentations and role play. This successfully reinforces their knowledge and understanding, and contributes particularly well to the good progress made by more-able pupils.
- Occasionally, however, teachers do not use questions and other strategies to check that pupils understand precisely how well they are learning, or how to make better progress. For example, they do not routinely encourage pupils to suggest how their classmates could make their written work even better.
- The quality of marking is good overall. Teachers regularly point out how pupils could improve their own work in sensitive and imaginative ways. However, they do not always involve pupils in assessing their own work and making improvements.

The behaviour and safety of pupils are good

- Pupils behave well and feel safe. Sometimes behaviour is exemplary in lessons, although a few pupils take too long to settle to their work without guidance from the teacher. They respond well to the caring atmosphere and teachers' good behaviour management.
- Pupils are punctual and attend well. They are considerate of others. Year 6 pupils, for example, are proud to act as mentors to younger ones and take their responsibilities seriously.
- Pupils contribute to establishing school rules and promoting good attitudes through their roles as school councillors.
- The school works closely with parents to support pupils with emotional and social difficulties and help them manage their own behaviour. Consequently, parents appreciate teachers' high expectations and poor behaviour is rare.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and feel that very little goes on.
- They respond well to strong moral and social guidance through good assemblies and effective personal and social education. This prepares them well for their future education and later life, and contributes to their safety and well-being.

The leadership and management are good

- The headteacher, who was appointed just before the last inspection, provides strategic and

assured leadership that has significantly contributed to improvements since that time. In particular, pupils' achievement has improved. The school has a good capacity for continued improvement.

- Senior and middle leaders are increasingly effective at using data to monitor the school's performance. They draw on a wide range of evidence including regular checks on pupils' work in books, discussions with pupils, tests and assessments in order to plan precise and carefully costed steps for development.
- As a result, even staff who are new to their leadership roles, for example in the Early Years Foundation Stage and in mathematics, quickly become established and contribute to improvement.
- The systems for mentoring, supporting and coaching teachers and leaders in their roles are thorough. The headteacher and deputy headteacher provide good role models and are skilled in observing teaching and setting targets for improvement. The school is building on these procedures by involving teachers in evaluating and developing their own work.
- The school benefits from a close partnership with other schools. This has made a good contribution to improving, for instance, assessment procedures and the curriculum.
- It also has a good relationship with parents, who hold the school in high regard. They are well informed through the school's website and frequent newsletters.
- The school makes learning exciting and memorable through the different subject areas and the links between them. It promotes a good understanding of diversity through community projects and global issues. As a result, pupils' spiritual, moral, social and cultural development is promoted well and work of a high quality is evident in subjects such as art and design, history and geography.
- The local authority now provides appropriately 'light touch' support to this good school. Effective support since the last inspection, through monitoring and training, has enabled it to become self-improving.
- The procedures for keeping pupils safe are robust and meet statutory requirements.
- **The governance of the school:**
 - is well informed by the senior leadership team and governors' own evaluation procedures such as the regular 'monitoring week'
 - is also informed by governors frequently asking well-considered questions to challenge and support the school
 - makes a good contribution to establishing the school's strategic direction
 - ensures that resources and funding such as the pupil premium are used carefully to boost learning and help all pupils to have full access to all the school has to offer.

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

Unique reference number	122657
Local authority	Nottinghamshire
Inspection number	406104

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	197
Appropriate authority	The governing body
Chair	Gill Smith
Headteacher	Jane Cappleman-Jackson
Date of previous school inspection	15 September 2010
Telephone number	01427 890284
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