

Rossington St Michael's CofE Primary School

Sheepbridge Lane, Old Rossington, Doncaster, South Yorkshire, DN11 0EZ

Inspection dates 13–14 February 2013

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

Summary of key findings for parents and pupils

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

- Too much teaching requires improvement. As a result, there are too many lessons in which pupils do not learn well.
- Teachers spend too long introducing tasks and do not leave enough time for pupils to make good progress. When this occurs, some pupils lose focus on their work and their behaviour requires improvement.
- Teachers do not always provide pupils with clear written comments and guidance on how to improve their work. This means that pupils cannot respond well enough to make good progress.
- Standards in writing are below average. The standard of boys' writing is well below that of girls.
- Teachers do not always plan their lessons to make sure that all pupils are given work that gets the best out of them. In particular, most-able pupils are not always sufficiently challenged in mathematics to enable them to reach the highest standards.
- Children in the Early Years Foundation Stage have too few opportunities to develop their learning through outdoor play.
- Leaders, managers and governors have not yet improved teaching so that it is consistently good. Leaders and managers do not check the quality of teaching thoroughly in the areas for which they have responsibility.

The school has the following strengths

- Some teaching is good and results in pupils making good progress and learning well.
- Pupils enjoy school and say they feel safe there.
- Leaders and managers have a good understanding of what needs to be improved. The recently appointed headteacher leads the school with drive and determination.

Information about this inspection

- The inspectors observed 25 lessons and 16 teachers. Two joint observations were undertaken with the headteacher.
- The inspectors spoke to three groups of pupils about their learning in lessons and their safety in school. The inspectors also listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, the inspectors looked at the school's review of its performance, its development plan, safeguarding information, school policies and governing body minutes of meetings.
- The inspectors analysed 26 responses to Parent View (the on-line parent questionnaire) and spoke to some parents during the school day. They also analysed parents' responses to a school questionnaire. The inspectors also took into account one letter that was sent to them by a parent.
- The views of 38 staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector
Peter McKay	Additional Inspector

Full report

Information about this school

- This primary school is larger than average.
- The proportion of girls is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families, and those known to be eligible for free school meals) is average.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils entering or leaving the school part way through their primary education is higher than the national average.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress in English and mathematics.
- The school holds the Artsmark Gold Award.
- There have been significant changes in staffing since the last inspection.
- The headteacher has been recently appointed to the school. She started in September 2012.

What does the school need to do to improve further?

- In order to raise standards of achievement in English and mathematics, increase the proportion of teaching that is of good or better quality by ensuring that:
 - teachers plan to meet the needs of all of the pupils in all lessons
 - there is sufficient challenge for the most-able pupils in mathematics
 - teachers provide pupils, particularly boys, with more opportunities and time to write at length and edit their work
 - teachers sharpen their introductions to lessons so that pupils do not become restless and their behaviour improves
 - teachers provide better information, through marking, so that pupils can improve their work.
- Further develop the skills of leaders and managers, at all levels, to be able to check that:
 - teaching in all subjects helps pupils to make good progress
 - work in pupils' books indicates that they are making good progress
 - the targets set for pupils are being met and that all pupils are making good progress in all classes.
- Provide greater opportunities for children in the Early Years Foundation Stage to learn through outdoor play.

Inspection judgements

The achievement of pupils

requires improvement

- The Reception classrooms provide children with a stimulating environment in which to learn. Most children start school with skills that are typically as expected for their age although their mathematics skills and their ability to link sounds and letters are below those expected. Supported by good teaching and imaginative activities they make good progress and develop their confidence and curiosity.
- By the end of Key Stage 1 standards in mathematics and reading are at nationally expected levels. Standards in writing have varied over the past three years and in 2012 not enough pupils reached the higher levels. In 2012, girls' achievement was much better than that of the boys in both reading and writing.
- In 2012, although standards rose in mathematics at the end of Year 6, they did not keep pace with improvements nationally, and attainment remained below average. Too few pupils reached the higher levels. In English, attainment was also below average and writing standards were well below average. Boys' writing is much weaker than that of girls.
- The progress of lower-ability pupils, and those supported at school action or school action plus, in mathematics and English requires improvement. Other pupils make the progress expected of them in English and in mathematics but not enough make better progress than this.
- An analysis of pupils' work and school data indicates that pupil progress is variable throughout Key Stage 2. This was confirmed through lesson observations during the inspection. In 2012, pupils supported by the pupil premium made better progress in English and mathematics than others in the school.
- Pupils demonstrate a wide range of reading skills but overall standards are below average. Less-able pupils make slower progress than others and boys' skills are weaker than girls'. Most younger pupils can link letters and sounds to support their reading and Year 1 pupils showed above average skills in the recent screening check. Pupils eligible for the pupil premium are interested in the new books chosen for them and many take them home. Many parents support their children's developing reading skills well.

The quality of teaching

requires improvement

- Some teaching is of good quality but too much still requires improvement. Teaching is better in the Early Years Foundation Stage and Key Stage 1 than in Key Stage 2.
- Where teaching is at its best, explanations are clear and brief allowing pupils to set to work quickly. On too many occasions teachers spend too long explaining work to the whole class. This means that pupils do not have enough time to complete the tasks or to edit and improve their work, especially written tasks, and this slows their rate of progress.
- Particularly in mathematics, teachers do not always plan work that gets the best out of the most-able pupils and this prevents them reaching the highest standards. In Years 5 and 6, for example, the most-able pupils spent too much time repeating the ordering of fractions and decimals which meant there was too little time for more challenging work.
- Teachers do not always check swiftly enough the work of lower-ability pupils and those with special educational needs, and this leads to them making slow progress.
- Teachers mostly circulate well around the classroom when pupils are working. A good example was in Year 5 when pupils were writing a letter to Zeus. The teacher checked pupils' work and prompted pupils to improve their grammar and punctuation; as a result pupils make good progress.
- Skilful questioning that allowed all pupils to contribute strongly to their learning was infrequent. Too often, questions were directed at a few pupils with teachers accepting answers that were too short. Teachers did not follow up on these short answers to help pupils to explain their

understanding in more detail.

- In the best lessons teachers create interesting activities that pupils enjoy. In a Reception class children described vegetables they pulled from a bag. They were amazed by the size of the squash. Children described the vegetables in detail and developed good speech and language.
- All teachers mark pupils' work regularly but they do not always provide useful suggestions for pupils to improve their work. An analysis of pupils' work also showed that, when marking, teachers do not always demand the highest standards, especially in writing.

The behaviour and safety of pupils

requires improvement

- Most pupils are keen and eager to learn and follow the instructions of their teachers. They are interested in their work and learning usually continues uninterrupted. However, pupils do become restless and lose concentration when they have to listen to long introductions from their teachers. Occasionally, some pupils do not focus on their work when working together and this is not always managed well enough by teachers.
- Pupils are polite and courteous with adults and they treat each other with respect. Pupils say that behaviour has improved at lunchtime due to the new play equipment purchased by the school. Governors have acted on the findings of a parent questionnaire and employed more lunchtime supervisors to support good behaviour to some good effect.
- Pupils have a good understanding of how to stay safe as the school educates them well about Internet safety, road safety and 'stranger danger.' Pupils have a good awareness of different forms of bullying and say that teachers take appropriate action on the infrequent occasions it occurs. Older pupils take on the role of playground leaders. Pupils say that this is helping to improve behaviour further.
- During the past year attendance has been average. The school analyses the attendance of different groups of pupils and engages appropriately with the education welfare officer to promote better attendance, particularly for those pupils who are supported at school action.
- Pupils say they enjoy school as they are well cared for by their teachers. All parents who responded to Parent View believe that their children feel safe at school and most believe that pupils are well-behaved.

The leadership and management

requires improvement

- The headteacher has rapidly developed a strong sense of purpose within the school. She has worked with the staff and governors to provide an accurate view of the school's performance and agreed what needs to be done to improve. The new leadership team shares the headteacher's drive and determination to improve the school.
- Since the appointment of the headteacher the school has established procedures for checking pupils' progress regularly. A number of well-planned actions are in place to support better progress for all pupils and, in particular, those pupils who are eligible for the pupil premium or who have special educational needs. For example, good additional support from a qualified teacher and a teaching assistant supports those in receipt of pupil premium to improve their writing, reading and mathematical skills. This is a good example of equality of opportunity for all. Although some improvements have occurred, actions are too recent to have had a sustained impact on pupils' achievement yet.
- The headteacher regularly checks the quality of teaching but as yet, subject leaders do not check the quality of teaching and pupils' progress through lesson observation and analysis of pupils' work. This is an area for improvement.
- Performance management clearly identifies the professional development needs of teachers and the school has established activities to support better teaching. Subject leaders have enthusiastically taken opportunities to develop their leadership skills further through the use of local and national courses. To improve teaching the headteacher has developed a number of

partnerships with local schools to share expertise and learn from best practice.

- The curriculum in Key Stage 1 provides good, creative opportunities for reading, writing and mathematics, using exciting themes such as 'The Planets.' This is not the case at Key Stage 2 where the curriculum does not always meet the needs of all pupils. In the Early Years Foundation Stage learning through outdoor play is limited by the design of the outdoor area. Good opportunities for music, and the religious nature of the school, make a strong contribution to pupils' spiritual, moral, social and cultural education.
- The local authority has supported the school well in developing stronger governance. It has also supported the school in establishing local partnerships to begin to improve teaching and learning.

■ **The governance of the school:**

- Since September 2012, governors have become more involved, and are beginning to get first-hand experience of the school. They are enthusiastic and starting to develop their skills. Governors understand the data provided about pupil progress and are now holding the school to account for the achievements of pupils. They have approved the use of pupil premium funding to provide breakfast-club facilities as well as recently appointing a qualified teacher to give additional support to the pupils in receipt of the funding. They have used their skills to audit the school's finances and associated procedures. Governors understand the relevant arrangements to link pay with the quality of work that staff do. When performance targets are not met, they challenge the headteacher to ensure that there is improvement. They ensure that the school's arrangements for safeguarding meet statutory requirements.

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	106765
Local authority	Doncaster
Inspection number	400859

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Jon Sewell
Headteacher	Clair Tucker
Date of previous school inspection	14 July 2010
Telephone number	01302 868284
Fax number	01302 864939
Email address	admin@st-michaels.doncaster.sch.uk

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