

# Plover Primary School

Coniston Road, Doncaster, South Yorkshire, DN2 6JL

**Inspection dates** 10–11 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
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 school that requires improvement. It is not good because

- Although all pupils are making faster academic progress than they used to, the standard that they reach in English, particularly reading, at the end of Year 6 is not yet high enough. It lags behind the average standards reached in mathematics.
- The teaching of reading in Key Stage 2 is not as effective as it is in Key Stage 1.
- The progress of some pupils is too slow because they miss too much school without good reason.
- The use of assessment information to plan for next steps in pupils' learning and to check that all groups of pupils are doing as well as they can is still at an early stage of development.

### The school has the following strengths

- This is an improving school. Good leadership has improved the quality of teaching and boosted the rate of pupils' progress.
- Most teaching is now good, and some, in the youngest and oldest classes, and in the specialist unit for hearing impaired pupils, is outstanding. However, it is taking time for pupils to catch up to where they should be in English.
- Pupils make good progress in mathematics and reach broadly average standards at the end of Year 6.
- Children in the Early Years Foundation Stage do well because adults make sure that teaching always meets their needs.
- Pupils' behaviour is good. Pupils feel safe because any poor behaviour is tackled quickly.
- The extra support from specialist staff helps pupils with particular needs to have equal access to all the school has to offer.
- The headteacher, senior leaders and governors have a well-informed understanding about the quality of teaching and the progress that pupils are making. They use this information to identify training needs and provide advice that helps staff to further improve the quality, and impact, of their work.
- Strong teamwork and partnerships with other schools allow staff to share ideas and learn from others. This helps to keep expectations high.

## Information about this inspection

- The inspectors observed 16 lessons, two of which were joint observations with the headteacher. In addition, inspectors made several short visits to classrooms, observed break times, before- and after-school activities, part of a school concert and listened to pupils reading.
- Meetings were held with the headteacher and senior leaders, school staff, groups of pupils, two governors, including the Chair of the Governing Body, and three representatives from the local authority.
- Inspectors took account of 16 responses to the online questionnaire (Parent View), talked to parents who visited the school and took account of responses to the parental questionnaire sent out by the school governors.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans, a recent review carried out by the local authority, and records of governors' meetings. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Martin Pye, Lead inspector	Additional Inspector
Peter Marsh	Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Plover Primary School is larger than the average-sized primary school.
- The majority of pupils are White British. Since the last inspection, the proportion of pupils from other minority ethnic groups has increased and there are some pupils who are learning to speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action plus, or with a statement of special educational needs, is higher than that found in most other schools.
- The proportion of disabled pupils and those with special educational needs supported at school action is also above average.
- The school provides specially resourced provision for pupils who are hearing impaired.
- The proportion of pupils known to be eligible for the additional pupil premium funding is above average. The pupil premium is additional funding to provide extra support for pupils known to be eligible for free school meals, pupils in local authority care, and pupils who have parents serving in the armed forces.
- In 2012, and following the previous inspection, Plover Primary School was led by an executive headteacher, who is the headteacher at a nearby school. The current headteacher is a national leader in education and took up his post at Plover in January 2013.
- Since the last inspection, the school has established professional partnerships with other local schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Raise attainment in English, particularly reading, so that by the end of Year 6 it is at least in line with the average standards seen in writing and mathematics by:
  - ensuring that, in lower Key Stage 2, the teaching of letter sounds always builds carefully on the good start made in the Early Years Foundation Stage and Key Stage 1
  - making sure all pupils have access to good quality reading experiences that will help them to develop a long lasting enjoyment of reading
  - making sure that checks on pupils' progress in reading are as sharp and well-informed as those made in mathematics and writing
  - making better use of the information that the school has about pupils' progress to make sure that all groups at risk of falling behind, especially those pupils known to be eligible for free school meals, get the help they need to do as well as they can
  - working with parents to improve the attendance of the small number of pupils whose progress is too slow because they miss too much school unnecessarily.
- Further improve the quality of teaching by:
  - making sure that the good marking and feedback evident in some books is consistent across the school

- making sure that lesson planning focuses on what pupils will learn rather than tasks to be completed and that teachers always take time to check what pupils have understood during lessons.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although, progress for all pupils has improved since the last inspection because of better teaching, pupils' achievement requires improvement because, in Key Stage 2, pupils have not yet caught up to where they should be in reading,
- Many children start school with knowledge and skills that are below those expected for their age. Well-organised systems for gathering information about what children know understand and can do and introducing children to school routines and expectations mean that most children are quick to settle and make good progress in the Early Years Foundation Stage classes.
- The move into Key Stage 1 is managed well because of close teamwork between staff. In Years 1 and 2, pupils' learning continues at a quick pace and, recently, the standards reached at the end of Year 2 have risen to be almost in line with age-related expectations.
- In Key Stage 2, progress for all pupils is also faster than it was at the time of the last inspection, although it is swifter in some year groups than in others. Pupils of all abilities have been pushed to catch up to where they should be in their learning, and these efforts have been productive. The most recent assessments and test scores show that pupils now reach average standards in writing and mathematics. However, despite the faster progress of recent times, the standard reached in reading is below average.
- Pupils' achievement in reading is better in the Early Years Foundation Stage and Key Stage 1, than it is in Key Stage 2. This is because reading activities in the lower part of the school provide interest and challenge, build carefully on early reading skills and understanding of letter sounds, and are more successful at inspiring an enjoyment of reading. By contrast, the teaching of reading skills in lower Key Stage 2 is not so well organised and does not always build progressively on previous learning.
- In all classes, pupils benefit from some creative teaching inspired by literature, and focused-adult support helps small groups of pupils to make progress. Nevertheless, the time pupils spend on independent reading activities, particularly in Key Stage 2, is not always productive; some pupils lose interest and, when this happens, their progress slows.
- In 2012, the standards in reading, writing and mathematics reached by pupils known to be eligible for free school meals was about two terms behind other pupils in the school; so was similar to the gap seen nationally. The most recent assessment information held by the school indicates that this is still the case.
- Disabled pupils and those with special educational needs do well at Plover Primary because they get the support that they need. Hearing impaired pupils who attend the specialist unit get expert help; whether taking part in a small group sessions in the unit or receiving support in class, they make good progress because their sensory and learning needs are met.
- Pupils who are learning to speak English as an additional language also get the support that they need and make similar progress to their peers.
- All pupils have equal access to all that the school has to offer.

### The quality of teaching

### is good

- Pupils are making faster progress than they used to because teaching has improved. Most teaching is good and some, in the youngest and oldest classes, is outstanding. The quality of teaching and support provided by staff in the specialist unit for hearing impaired pupils is also excellent.
- The very best teaching provides imaginative and meaningful prompts that stretch pupils' thinking and require them to share and discuss their ideas. Whether they are deciphering a mystery message written in sparkly fairy dust in the Reception class, being pushed to apply calculation skills to work out the cost of playground improvements, or challenged to edit and refine their creative writing, pupils are made to think hard, explain their reasoning and apply what they

already know in order to learn more.

- In lessons, all pupils are kept busy and teachers take care to plan different work for different groups of pupils. Lesson planning is very detailed but often focuses on what pupils will do rather than what they will learn. This means that teachers do not always take the time to check carefully what pupils have gained in a lesson. This reduces their ability to plan next steps in learning with precision and to know exactly how well each pupil is doing, particularly in their reading and comprehension skills.
- In most classes, good teamwork between adults means that pupils feel well supported and their behaviour is managed well. If any pupil is struggling to pay attention, then sensitive adult support is on hand to keep them focused and involved.
- The standard and quantity of work completed by pupils has clearly improved over the course of the academic year. Some of the marking and feedback given to pupils about how to improve their work and learning in the future is precise, helpful and productive, particularly in the books used for mathematics investigation and extended writing. Nevertheless, the variation in approach between different teachers means that some pupils get better guidance than others.

### **The behaviour and safety of pupils**

**are good**

- Behaviour in lessons and around the school site is usually good. Pupils say that they feel happy and safe at school because any poor behaviour is tackled quickly and everyone is treated fairly.
- In order to reward good behaviour, the school awards team points that can be exchanged for credits at the school shop. Staff and pupils say that the use of such incentives has had a marked impact on improving behaviour and attitudes to school. It has also helped to improve the attendance of many pupils; so much so, that overall attendance is now close to the level seen in most other schools. Nevertheless, some pupils still miss too much school for no good reason and this slows their progress.
- Occasionally there is some rough play outside and, from time-to-time, playground upsets do occur. However, these are dealt with swiftly by staff. Pupils of all ages are keen to point out that the deputy headteacher and other key members of staff are always on hand to follow up such matters promptly and properly.
- A particular feature of the school's work is its success at helping pupils who find it difficult to manage aspects of their behaviour. Supportive liaison with parents and families, and sensitive nurture provision in school, helps to bring out the best in pupils.
- Pupils willingly take on jobs to help around school. They take these responsibilities seriously and rise to the expectations placed upon them because adults make sure they are well prepared and know what to do. In order to become a playground leader, for example, older pupils have to fill in an application form and receive training before they can fulfil their duties helping younger children.
- Pupils have a good understanding of the risks that they might face in everyday life. They can explain how events such as 'Crucial Crew' and lessons about safety and what to do about different types of bullying help them to make sensible decisions. They say bullying does happen sometimes, but it is rare and it is always challenged and stopped.

### **The leadership and management**

**are good**

- There is no doubt that the improvements in teaching, pupils' progress and behaviour have been brought about by ambitious and capable leadership. The systems and routines for checking the quality and impact of teaching, which were put in place in 2012 by the executive headteacher, have been strengthened further by the current headteacher. Consequently, all staff have regular feedback about their work and have access to support and training in order to develop their skills and improve the impact of their teaching.
- All inadequate teaching has been eradicated and expectations are high. Staff know that their effectiveness in the classroom with inform leaders' decisions about their future pay and career

progression.

- Members of staff with leadership responsibilities do their jobs very well. They display well-informed enthusiasm and ambition to improve the school further. There is a strong sense of teamwork that is focused on giving pupils the best possible school experience.
- Leaders track pupils' progress in great detail and collect plenty of information about how well they are doing. It is clear that all pupils are doing much better than they were at the time of the last inspection. However, the use of this information to check on the performance of different groups of pupils is still at an early stage of development and the checks made on pupils' writing and mathematics are sharper than those made about reading.
- Over the past two years, the school has received a lot of extra support from the local authority. This has been effective and has helped the school to establish partnerships with other local schools. These links give staff the chance to share and learn from good practice, to benefit from shared training, and to develop leadership skills.
- The school curriculum provides pupils with many opportunities to practise and develop their key literacy and numeracy skills across a range of different subjects. A whole-school focus on improving writing is proving successful because pupils of all ages and abilities are given so many meaningful reasons to write across the curriculum. Around the school, there are many displays to show how their efforts have been recognised and celebrated.
- The school also makes an effort to broaden pupils' horizons and teach them about the wider world. There is a popular after-school International Club that teaches pupils about the different cultures and countries. Older pupils take part in a residential visit to an outdoor adventure centre and all classes make trips to places of interest in order to stimulate their curiosity and learn outside the classroom. The brass concert, observed during this inspection, provided a good example of how the school helps pupils to develop a broad set of skills while working together on a worthwhile activity.
- The school complies with all statutory requirements for safeguarding.

■ **The governance of the school:**

- Governance is good. Since the last inspection, governors have done more to find out about the work of the school. They analyse information about pupils' progress and know about the quality of teaching and the steps that are taken to check it and improve it. As a result, they have an accurate picture of the school's performance and priorities for the future.
- Governors' financial management is sound. Governors make sure that all funds, including the pupil premium funding, are spent on improving provision for pupils; by providing extra support staff, training or tuition, for example. They recognise that they need to do more to evaluate the impact of their actions on pupils' achievement; in particular, the impact it is having on the achievement of pupils known to be eligible for free school meals.

## 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>	131265
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	420652

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Burbanks
<b>Headteacher</b>	Steven Bowler
<b>Date of previous school inspection</b>	16 November 2011
<b>Telephone number</b>	01302 361450
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