

Owston Park Primary

Lodge Road, Skellow, Doncaster, South Yorkshire, DN6 8PU

Inspection dates

12–13 March 2014

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.

- There have been significant improvements in key areas of the school's work since the previous inspection.
- Children in the Early Years Foundation Stage are given a good start and achieve well by the time they leave the Reception Year.
- Progress from Years 1 to 6 is good. Standards in reading, writing and mathematics are improving.
- The quality of teaching is good and some is outstanding. Pupils say that, 'Our teachers are great and they make lessons fun.'
- Pupils' behaviour and their attitudes to learning are good. They feel completely safe in school.
- Leadership and management of the school are good. The headteacher's leadership is a significant strength.
- The management of teaching and learning is very effective and has brought about good improvement in teaching and pupils' progress.
- Governors have a good understanding of how well the school works. They support and challenge the school well.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Teachers' marking is not as effective as it should be and expectations with regard to handwriting, spelling and punctuation are too low.
- School leaders do not check the quality of the work done by teaching assistants rigorously enough.
- Subject leaders' accountability does not yet cover the checking of teaching and the quality of pupils' work.

Information about this inspection

- Inspectors observed 26 lessons and part lessons.
- Meetings took place with members of staff, pupils, a representative from the local authority and members of the governing body.
- Also taken into account were the views of 23 parents who responded to the online questionnaire, Parent View, as well as questionnaires completed by staff members.
- Inspectors examined a wide range of documentation that included: national assessment data and the school’s own assessments; samples of pupils’ work; local authority reports; minutes from governing body meetings; curriculum information; the school’s own view of its work and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Rosemary Eaton	Additional Inspector
Keith Bardon	Additional Inspector

Full report

Information about this school

- Almost all pupils are White British in this larger than average-sized primary school.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The proportion of pupils with disabilities or special educational needs supported by school action is below average.
- The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets current floor standards, which are the government's minimum expectations for attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, and thereby raise achievement further, by:
 - improving standards in spelling and punctuation as well as the quality of handwriting across the school
 - giving pupils clearer guidance, through marking, about how to improve their work, and the opportunity to follow the guidance up promptly
 - checking pupils' work regularly to correct mistakes and keep pupils on track to achieve their best.
- Improve aspects of leadership and management by:
 - providing a structured approach to the checking of work done by teaching assistants
 - extending the accountability of subject leaders to include checking the quality of teaching and pupils' work in their subjects.

Inspection judgements

The achievement of pupils

is good

- Children enter Nursery with abilities that are generally below those expected for their age particularly in their personal skills and in language and communication.
- New leadership in the Early Years Foundation Stage has had a significant impact on teaching, the quality of assessment, and the good range and quality of learning activities.
- Children make good progress and achieve well. Many children in the Reception Year are on track to reach a good level of development and some are already more advanced. They are keen to learn and prepared well, socially and emotionally for their move into Year 1.
- Good progress continues in Years 1 and 2. Standards in reading, writing and mathematics continue to rise, having shown a rising trend over the past three years.
- Progress in reading is particularly good because of the school's improved teaching of phonics (letters and the sounds that they make). More pupils in Year 1 are likely to reach the expected standard in the phonics screening check as a result. Pupils in Year 2 read confidently and use phonics skills well to work out unfamiliar and sometimes difficult words and phrases such as 'indispensable possessions'.
- Standards in reading, writing and mathematics at the end of Year 6 improved significantly in 2013, following a rising trend, and are on track to show further improvement in the current year.
- School assessments and pupils' work seen during the inspection show good progress in Years 3 to 6. This is further supported by national data for 2013 showing good progress and good achievement from Key Stage 1 to Key stage 2. Currently, all pupils in Years 6 are on line to make expected progress and a significant number is on track to make more than expected progress in reading, writing and mathematics.
- Good progress is more secure in reading and mathematics. Although there is a good range to pupils' writing across different subjects and ideas are expressed well, there are weaknesses in spelling and the use of punctuation as well as the quality of handwriting. These weaknesses are detrimental to the best achievement in English.
- Standards in reading at the end of Year 6 are good. Pupils enjoy reading and see the value of being able to read well because it helps their learning.
- The most able pupils are challenged and provided for well in lessons and through additional learning activities. The school has already identified, and set higher expectations for, pupils who can potentially reach the highest Level 6 in national tests.
- Disabled pupils and those with special educational needs make good progress. Their learning is well planned, with a particularly strong focus on reading and writing. A skilled team of teaching assistants provide good quality help for pupils in small groups and in classes, boosting both confidence and progress well.
- Pupils supported by pupil-premium funding also make good progress in English and mathematics. This is very carefully checked on a regular basis to make sure any differences in attainment are being successfully dealt with, because the school is determined that pupils will have equal opportunities to achieve as well as they can.
- Inspectors found no significant differences in samples of work quality or progress made between pupils known to be eligible for free school meals and others in the school. Current school assessments show that most reach expected standards and all make at least expected progress from their starting points. Some pupils supported by the funding are doing better than others in the school.

The quality of teaching

is good

- There have been several changes in teaching staff since the previous inspection. Teaching has strengthened over time and it is having a good effect on pupils' all-round achievement.

- Part of the culture of the school is that teachers constantly think about their work and how they can improve their teaching. They respond well to guidance given by senior staff when their teaching is checked, and have fully embraced the support provided by outside consultants.
- Teaching is not yet outstanding because the quality of teachers' marking does not give pupils clear enough help about the next steps they should take to improve their work further and reach higher standards, particularly in aspects of writing. Generally, pupils do not follow up teachers' comments to correct mistakes nor set themselves new targets.
- Teaching assistants are well trained and manage the pupils they work with skilfully. They contribute well to the secure learning environment for pupils because they, with teachers, are sensitive to pupils' particular needs. They are very active in lessons but their overall effectiveness, with regard to their true impact on the progress of some pupils with special educational needs, is not checked as rigorously as it might be.
- Teachers' particular skills are put to good use. For example, a specialist physical education teacher works throughout the school so that all pupils benefit from the higher expectations this brings and the resulting improving standards.
- There is also evidence of good teaching in the impressive quality of the art work as well from the lessons seen, for example, in history, science and information and communication technology.
- Teachers make learning meaningful for pupils. They explain, in lessons, not only what pupils are to do but why they are doing it and what it might lead to. A good example was seen in a Year 2 lesson where the question, 'Why do we need to be able to solve problems involving money?' was put to the pupils. There was some thoughtful discussion that helped pupils understand how mathematics affects everyday life.
- There are good opportunities for pupils to use their mathematics skills in different ways. Clear examples were seen in the recording of science investigations and in planning and designing models.
- Literacy is taught well and pupils are expected to use literacy skills in a variety of ways across different subjects. Teachers build well on what has been learned previously and their good subject knowledge allows them to select good examples to help pupils understand what is expected of them.
- Although grammar, punctuation and spelling are emphasised in lessons and pupils speak and read accurately, teachers do not challenge pupils' carelessness in spelling, use of punctuation or handwriting as robustly as they should either during lessons or in their marking. This hampers pupils' achievement in writing and does not promote personal pride in their writing strongly enough.
- Teachers have good knowledge of their pupils' abilities because of the effective school systems for checking progress. They cater well for varying abilities in their lesson planning. Occasionally, however, teachers do not check pupils' work regularly enough during the lesson to help pupils to correct mistakes and stay on the right track.

The behaviour and safety of pupils are good

- The behaviour of pupils is good; both in lessons and around the school. Their good attitudes and eagerness to learn have a positive influence on their achievement and enjoyment of school.
- In lessons, pupils enjoy challenges and work enthusiastically with partners to try out their ideas on one another when solving problems. They comment that, 'It is a fun school because we do things by experience.' Nevertheless, some do allow carelessness to spoil their written work at times.
- Pupils move around the school sensibly and enjoy each other's company in the playground where they take care of play equipment and tidy it away at the end of their break. Their manners in the dining room are excellent and pupils are invariably polite.
- Pupils judge their own behaviour to be good, acknowledging that a few pupils do not always behave up to the school's expectations and that they have their own personal targets to meet.
- Pupils show respect for adults and have trusting relationships with those who care for them who,

they say, 'have always got a smile on their face'.

- They contribute well to the everyday life of the school, conscientiously taking on additional responsibilities such as being school council members, house captains, peer mentors and playground buddies.
- They have good ideas about improvement and pull together very well to see their plans through under the leadership of the school council. For example, at the moment, pupils are designing the markings for the resurfaced playground and organising a toy sale in order to pay for the work to be done.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding procedures are highly effective and no stone is left unturned with regard to pupils' welfare and well-being.
- Parents and outside agencies praise the work that the school does especially for pupils who may, because of their circumstances, be considered to be most vulnerable.
- Pupils have excellent awareness of the potential dangers they may face, including those related to social networking, because of the regular reminders, for instance, from emergency services and the teaching they receive in school.
- School records show that racist name-calling is non-existent in school and other types of name-calling are rare. Pupils state firmly that bullying is also extremely rare and that when it does happen it is very quickly dealt with. They say also that they feel completely safe in school.
- The school keeps a very close watch on pupils' attendance, which in the current year has improved considerably from being broadly similar to the national average to above average. Non-attendance is followed up daily in order to confirm those pupils' welfare and safety.

The leadership and management are good

- Since the previous inspection report, the headteacher has been incisive in gathering an accurate view of the school's work, setting the right priorities and creating a clear vision for its future.
- With strong support and challenge from governors and senior leaders and the full commitment of all staff, those priorities have been systematically tackled and, in the main, achieved.
- Team work and the common drive to provide only the best for pupils are now hallmarks of the school's work. This is recognised by the local authority, which has every confidence in the school's leadership, following their successful work with local authority consultants.
- Central to school improvement has been the very effective management of teaching and learning. Expectations, underpinned by the *Teachers' Standards*, are clear to all teachers. All are aware that less than good is not acceptable. To that end teaching is observed regularly and there is prompt support for teachers, which includes training to improve their skills where these measures are needed. The impact of this can be seen in the increasing rate of pupils' progress and rising standards.
- Leaders recognise the good contribution that teaching assistants make. However, they acknowledge that a more formal system of checking the quality of their work alongside that of teachers would provide leaders with a clearer view overall of the impact that all teaching has on pupils' learning.
- Primary schools sport funding is managed well to boost the physical education curriculum and extend the range of opportunities for pupils to be active and improve their well-being. A specialist sports teacher has been employed, who is undertaking further training to be in a better position to support other teachers to make sure that good teaching in physical education is maintained.
- An extensive training programme has given middle leaders (teachers in charge of subjects) the leadership skills and subject knowledge they need to plan a good curriculum that allows pupils to achieve well. It is enriched by a variety of opportunities for pupils to improve their learning through visits, visitors and after-school clubs. Residential visits are a particular favourite among pupils.
- Senior leaders know that the next step is to give middle leaders full accountability for the quality of teaching and standards of work in their subjects and contribute more fully to the school's

understanding of its own effectiveness.

■ **The governance of the school:**

- Governors have a good knowledge of the school's strengths and areas for improvement. They work effectively with school leaders when checking national assessment data in order to compare the school's performance within the national picture. They challenge the school over progress, especially of pupils supported by pupil premium, and are watchful over how the funding is spent and the results it produces. Similar care is taken by governors to make sure that the primary sport funding is used to best effect with regard to pupils' well-being and active life-styles. Governors have a very clear overview of teaching quality in the school and how salary increases are linked to teachers' performance in the classroom. Statutory duties, including financial management, are carried out efficiently and there are no concerns over the quality or effectiveness of the school's safeguarding arrangements.

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	134538
Local authority	Doncaster
Inspection number	430860

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	451
Appropriate authority	The governing body
Chair	Sue Williams
Headteacher	Victoria Stinson
Date of previous school inspection	18 April 2012
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