

# Long Toft Primary School

Church Road, Stainforth, Doncaster, South Yorkshire, DN7 5AB

**Inspection dates** 24–25 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Pupils in Year 2 do not achieve as well as they should in English and mathematics.
- The progress made by pupils from their different starting points is not as good as it should be by the end of Key Stage 1.
- The gap between the standards reached by pupils known to be eligible for free school meals and other pupils was wider than that seen nationally in 2013, and increased in Year 6.
- The 2013 test results at the end of Key Stage 2 in reading and mathematics dipped significantly from the previous year to below average.
- Teaching in Year 2 is not improving over time. There is too much disruption to learning caused by too many changes of teacher.
- Teaching does not always challenge pupils, including the most able, to learn well enough and make the best progress.
- Marking is carried out inconsistently across subjects. At times, pupils do not receive the helpful feedback they need to make the necessary improvements.
- Pupils do not have enough opportunities to respond to marking. Sometimes this leads to them repeating their mistakes.
- Governors do not have a clear understanding of the school's performance, which has not been maintained well enough since the last inspection. They are not fully aware of pupils' progress, including those supported by the pupil premium.

### The school has the following strengths

- Children make good progress in the Early Years Foundation Stage and in their phonic skills (letters and the sounds they make) in Year 1.
- Pupils' standards and progress in writing, including the most able, by the end of Year 6, are good.
- Disabled pupils and those with special education needs receive effective support and learn well.
- Pupils behave well and feel safe. Their good attendance improves year on year and is above average.
- Recent results show that the progress made by pupils in reading and mathematics in Key Stage 2 is accelerating quickly and gaps are closing. This demonstrates that leaders are now successfully bringing about improvements in the school's performance.

## Information about this inspection

- Inspectors observed teaching in 17 part-lessons, one observed jointly with the executive headteacher and one with the associate headteacher. Inspectors also visited an assembly, observed lunch and break times and listened to pupils reading.
- Meetings were held with groups of pupils, staff and school leaders. A meeting was held with four members of the governing body, including the Chair of the Governing Body. A meeting was held with the local authority representative.
- Inspectors took account of the results of the school’s own surveys of parents’ and pupils’ views and responses from 34 staff questionnaires. There were not enough responses to the Ofsted online questionnaire (Parent View) to make a meaningful analysis. Inspectors spoke to parents in the playground.
- A number of school documents were examined. These included information about pupils’ progress, school improvement plans 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

Jonathan Woodyatt, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Susan Twaits

Additional Inspector

## Full report

### Information about this school

- The school is larger in size than other primary schools.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is larger than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils supported through the pupil premium funding is well-above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- There is a breakfast club and after-school club run by the school on the site.
- The composition of the governing body has changed since the last inspection with several members leaving, including the vice-chair, and others joining.
- The school is deemed a Primary Learning Centre within the local authority. It has received additional resources and works with pupils who struggle with their behaviour, placed here from a number of local schools. There was one pupil present from another school during the inspection. This provision will close at the end of July 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve teaching so that it is good or better in order to boost pupils' achievement and raise standards, especially in Year 2, in mathematics and reading in Key Stage 2, and for those known to be eligible for free school meals, by:
  - ensuring that all pupils, including the most able, are always given hard enough work and learning activities in lessons to fully challenge them in order to make faster progress
  - ensuring that pupils' work is always marked by all staff using the school's effective marking system
  - always expecting pupils to respond to the comments and advice given from staff in marking.
- Improve leadership and management, including governance, to ensure they do all that they can to eradicate any weaker teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Over time, progress in some classes has been too variable due to inconsistent teaching. This has led to the below-average standards by the end of Key Stage 1.
- Although standards in reading and mathematics at the end of Key Stage 2 were above average in 2012, they dipped to below average in 2013. Pupils who left the school at the end of Year 6 did not make enough progress in these subjects.
- Even though there were very few most able pupils in 2013, the proportion reaching the higher Level 5 in reading and writing increased from 2012, which is indicative of the greater challenge now being offered in Key Stage 2. However, the proportion reaching the higher Level 5 in mathematics dipped significantly from the previous year and no pupils reached the highest level, Level 6.
- By the end Year 6 in 2013, pupils known to be eligible for free school meals were about three terms behind others in the school in the key subjects. By the end of Year 2, they were two terms behind in reading and writing and one term behind in mathematics. Inspection evidence shows that gaps between the attainment of these pupils and others in the school are closing quickly. However, there is still more to be done to push the standards they reach higher still.
- Standards in writing have consistently risen over the last three years and were average in 2013. Pupils made good progress in writing because of concerted efforts made by the leaders to improve the teaching in this area. Recent checks carried out by the school show these standards have been maintained.
- Children start in the Early Years Foundation Stage with knowledge and skills that are overall below those typical for their age. In some years, they are well below typical. Since the previous inspection, standards in the Reception Year have been maintained due to good teaching and children make good progress. They leave with skills close to those expected and are well prepared for joining Year 1.
- In 2012 and 2013, the national screening check of pupils' phonic skills carried out in Year 1 showed that an above-average proportion of pupils reached the expected level for their age because of good teaching.
- Although disabled pupils and those who have special educational needs do less well compared to their peers, their needs are well supported by staff, particularly if they have issues with managing their own behaviour. This helps them make good progress from their different starting points. This clearly demonstrates the school's commitment to tackling discrimination and providing equal opportunities.

### The quality of teaching

### requires improvement

- The quality of teaching has not been consistently good enough over time and has not improved quickly enough in Year 2, because there have been too many changes of staff since the previous inspection. This is why the achievement of pupils has remained too low in Key Stage 1.
- Not enough staff have the skills or knowledge to ensure that the work they set gets the best from all the pupils in the class, whatever their ability. At times, tasks provided by staff are too easy for some or too hard for others. Consequently, over time pupils who are the most or least able do not always make the best progress.
- The effective marking scheme is not used consistently by all staff. As a result, pupils are not always given the necessary feedback in order to make rapid improvements in their different subjects, such as science.
- Pupils do not always have enough opportunities to respond to the helpful marking comments made by teachers. For example, when scrutinising workbooks, inspectors found that pupils kept making the same mistakes because they had not taken on board the comments teachers made.
- Disabled pupils, those who have special educational needs and pupils who fall behind in their

work are provided with extra support by teaching assistants. While this works well for most pupils, it does not help those, for example in Year 2, to catch up quickly enough where there has been weaker teaching over time.

- Teaching in Key Stage 2 is improving because of the close scrutiny of the quality of teaching by the headteacher. The most recent checks carried out by the school show that the 2013 dip in reading and mathematics standards has been reversed and standards have risen quickly in Year 6.
- The teaching of phonics in the Early Years Foundation Stage and Year 1 is well planned and activities ensure that pupils can quickly develop their skills. Inspectors confirmed this by listening to pupils read aloud confidently from their books.
- Pupils' reading in Key Stage 2 is improving because teachers have inspired pupils with a desire to read. Pupils who fall behind in their reading are well supported to make good progress in improving their reading skills.
- Leaders have successfully focused on ensuring teachers have the necessary skills so that pupils can access a broad range of writing activities, thus boosting their skills well. In a Year 6 lesson, pupils went outdoors to help them to experience being at sea while they wrote about how it felt to be out on a boat.

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

- The behaviour of pupils is good.
- Pupils are friendly to each other at all times of the school day. They show respect for others when playing outside during break and lunchtimes. At lunchtime, they are calm and orderly while eating.
- Pupils work well together during lessons and their good behaviour is reflected in the way in which they carry out requests, cooperate with each other and take part in discussions, including those with inspectors. This good behaviour helps them to make the most of their learning.
- Pupils mentioned to inspectors that they know when they need to tell teachers about things, such as bullying, and that staff are good at dealing with any problems. They have a good understanding of the different types of bullying, including cyberbullying, and say that bullying does not happen very often.
- In conversations, pupils said how keen they were to behave well and keep their 'tick' because it led to a reward at the end of term.
- The school's records show that there are few incidents of bullying, racist or homophobic incidents over time. Parents, staff and pupils agree that the school deals effectively with bullying.
- Even though there are a few pupils who particularly struggle with managing their own behaviour during lessons, there have been no permanent exclusions or fixed-term exclusions in the last three years. Staff have their skills enhanced by training provided by leaders in order to support pupils' behaviour needs well, which is further confirmed by pupils.
- Attendance has remained above average over a number of years. The proportion of pupils who repeatedly miss school is less than that found in other schools nationally. The school provides helpful support for families through the breakfast and after-school club activities every day of the week. Pupils say that they enjoy coming to school and their parents confirmed this.
- The school's work to keep pupils safe and secure is good. Staff and parents fully agree.
- Pupils say that they feel safe in school. They say that the school has provided safe buildings and special door locks and staff keep a close watch on pupils, such as during breaks and lunch.

### **The leadership and management** requires improvement

- Leaders have not ensured that the quality of teaching has been sufficiently good for the school's performance to improve enough, especially to raise standards in Key Stage 1, since the last

inspection.

- Leaders' scope to maintain and improve the quality of teaching and thus pupils' achievement has been limited by the unavoidable changes to the staff team since the previous inspection. However, after the dip in performance in 2013, this year, leaders' actions are now bringing about a more rapid improvement in these aspects.
- Since the previous inspection, the headteacher has increased training for staff to help them improve their skills, such as teaching phonics and writing. Staff commented positively on the improvements to their skills gained from the close support received from other well-trained staff. These improvements have also provided staff with good skills in managing pupils' behaviour well.
- Leaders, including middle leaders, monitor the school's performance closely and use the information gathered to inform the governing body. They accurately evaluate where the school needs to make improvements and have made appropriate plans to raise standards, although these still have to show full impact. For example, although leaders provide good training to boost teachers' skills, at times, improvements in teaching have not been made quickly enough.
- The curriculum is increasingly helping pupils to develop their basic skills in reading, writing and mathematics and to develop their social skills well. It is further enhanced by activities for pupils to learn outside. For example, at the time of the inspection, pupils in Years 4 and 5 were spending several nights camping out in tents, safely erected on the school site and enjoying taking part in lessons around the camp tables.
- The circle time assemblies held in classrooms provide valuable opportunities for pupils to learn about different groups of people and to celebrate each other's successes. This helps to effectively ensure pupils' social, moral, spiritual and cultural development.
- The school's inclusive nature is reflected in its willingness to become a centre for supporting pupils with behavioural difficulties. It also supports pupils' and parents' different needs well, such as by providing before- and-after-school activities that help families drop off or collect their children at times that suit them better. Most parents, who spoke to inspectors, praised the way in which the school supported their children's different needs.
- The primary school sport funding has been used to ensure that staff successfully gain extra skills and are confidently providing more physical education activities and challenge for pupils to lead healthier lifestyles. More opportunities have been provided for pupils to compete against others.
- The local authority spends at least four days per year supporting the school. They have provided valuable support to help the governing body review the headteacher's salary and spend useful time monitoring teaching and checking the standards of the school's own assessments, which they confirm as accurate.
- **The governance of the school:**
  - The Chair of the Governing Body has a passion for the school to be successful and has ensured that ambitious building improvements, such as developing extra classrooms and outdoor space, have taken place. Governors are regularly present at the school and fully understand the challenges faced day to day by the staff, such as staff changes. However, they are not sufficiently aware of the performance of the school, for example the gaps in achievement of pupils supported through the pupil premium, even though they receive extensive information from leaders. As a result, the school has not maintained its level of performance over time.
  - Governors involve the local authority representative appropriately to help them manage the headteacher's performance management which is linked to salary increases. They understand the quality of teaching in Year 2 is not good enough. However, they are not as clear about using pay to improve standards, and this limits their ability to tackle underperformance.
  - Governors have managed the school's finances in order to make some improvements. The plans for, and the use of, the primary sport funding is appropriate. However, they are not clear enough about the difference being made to the performance of pupils who are supported through pupil premium funding.
  - 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

<b>Unique reference number</b>	133637
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	443816

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

<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>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fred Turner
<b>Headteacher</b>	Alison Rahman
<b>Date of previous school inspection</b>	9 February 2011
<b>Telephone number</b>	01302 841246
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