

Rossington St Michael's C of E Primary School

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

Inspection dates

16–17 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- Too few pupils have made good progress in the last three years.
- The quality of teaching has been too inconsistent in different classes over time.
- Gaps between the achievement of disadvantaged pupils and others in the school and nationally have not closed quickly enough.
- Marking is not carried out consistently enough, leading to some pupils receiving less effective guidance than others.
- Pupils miss too many opportunities to improve their work when staff do not routinely insist on them following up on feedback from marking.
- Work provided by staff does not always challenge pupils, including those who are the least able, disabled pupils and those with special educational needs, to make at least good progress.
- The process of re-organising the school's management team is not yet finished. This is limiting the management team's effectiveness in driving improvements in the quality of teaching and achievement.
- The governing body has not had a clear enough view of the performance of the school in order to hold the leaders closely to account or to make the best decisions in order to improve achievement.

The school has the following strengths

- The teaching of phonics (letters and the sounds they make) ensures that pupils do better than others nationally in the Year 1 check.
- In 2014, the most-able pupils did better than this group nationally.
- Pupils are keen to learn and behave well. They get on well with each other.
- Pupils say that they feel safe in the school and staff and parents agree.
- The most recent data provided by the school and other inspection findings, confirm that actions undertaken by the headteacher to improve the quality of teaching, have raised standards in the early years, and in Key Stages 1 and 2. As a result, the school is improving.

Information about this inspection

- Inspectors observed teaching in 15 lessons, one observed jointly with the headteacher and one with an assistant headteacher. Inspectors also 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 seven 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' views and responses from 41 staff questionnaires. Inspectors also considered 53 responses to the Ofsted on-line questionnaire (Parent View). Inspectors spoke to parents in the playground.
- A number of school documents was examined. These included information about pupils' progress, the school's evaluation of its own performance, the school improvement plan, and records of activity undertaken by the governors. 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
Tracy Fulthorpe	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- The school is much larger in size than most other primary schools.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much lower than in most other schools. The proportion supported at school action plus or with a statement of special educational needs is also much lower.
- The proportion of disadvantaged pupils supported through the pupil premium funding is similar to that of other schools. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- There is a breakfast club and after-school activity run by the school on the site.
- The school has an informal partnership with St Oswald's Church of England Academy in Finningley.
- There have been significant changes in staffing since the last inspection.
- There has been a significant change in the membership of the governing body since the last inspection.
- 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 the quality of teaching to at least good, in order to accelerate Key Stages 1 and 2 pupils' progress in reading, writing and mathematics and to improve children's writing skills in the early years, so that all pupils, particularly those who are disadvantaged and those for whom the pupil premium provides support, achieve well, by:
 - ensuring that pupils' work is routinely marked by all staff using the school's agreed system
 - making sure that marking provides clear guidance through feedback to pupils about how they can improve their work and that they have the chance to act on the guidance all the time
 - ensuring that staff always provide work that matches pupils' abilities.
- Rapidly improve leadership and management, including governance, by:
 - quickly filling the vacant deputy headteacher role and providing the training to ensure that all leaders can carry out their tasks effectively to boost standards in the school
 - ensuring that leaders have the best skills to guide and support teachers to improve teaching
 - ensuring that all leaders, including governors, improve their effectiveness in checking on the school's work and how quickly they identify how well actions are working
 - making sure governors rigorously hold school leaders to account for the standards of teaching and achievement in the school.

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 leadership and management

requires improvement

- The headteacher fully recognises that the achievement of pupils has not been good over the last three years. Since joining the school two years ago, she has fervently set about tackling weaknesses in teaching by using the performance management system more effectively. Teaching skills have been improved through training. Leadership skills, including those of the governing body, have also improved, for example, through more support from the local authority representative. Recent evidence provided by the school shows that these improvements have ensured that pupils' achievement has risen in 2014 to broadly average by the end of all key stages, although there is more to do to drive achievement up further.
- The headteacher is in the process of re-organising the leadership at the school, but this is not yet finished. For example, the school is in the process of appointing a deputy headteacher to boost this aspect of the management of the school. The current unfinished state of this re-organisation is limiting the management team's effectiveness.
- Leaders, including middle leaders, have recently benefitted from the support and training provided by the local authority in order to improve their skills in monitoring the school's work, although these skills need developing further.
- Leaders have not done enough to tackle underperformance of staff over time. However, leaders have started setting challenging targets for teachers in order to drive up standards, linking these well to the plans they have developed.
- Staff benefit from the increasingly effective whole-school training and individual training to increase their skills, for example in mathematics, which has been a recent school improvement priority. Teachers have opportunities, arranged by the headteacher, to learn from other teachers, such as those in a local school, in order to increase and improve their skills. However, there is still more to do to improve teaching standards and to ensure that the gap between the performance of disadvantaged pupils and that of non-disadvantaged pupils in the school and nationally is closed further.
- The curriculum is increasingly helping pupils to develop their basic skills in reading, writing and mathematics. There is effective support available outside the classroom for pupils who need a boost in their skills, for example, improvements for the most able in mathematics. However, this is not yet fully impacting on pupils' achievement overall.
- The school makes an extra effort to support pupils' and parents' different needs. For instance, the breakfast club and after-school clubs encourage better attendance because they provide parents with the opportunity to drop off and collect their children at times that suit them.
- The primary sport funding is used well. Before and after-school sport sessions ensure that pupils are learning new skills, such as dance and basketball. As a result, the funding is supporting improvements in pupils' overall health, well-being and sports skills development.
- The provision for pupils' spiritual, moral, social and cultural development is effective. It is enhanced by the activities on offer that, for example, ensure that pupils spend social time together and learn to value each other's different talents in teams. Pupils consider different faiths, appreciate what their differences are and celebrate each other's successes in their assemblies.
- The local authority provides helpful support to the governors, headteacher and school leaders, for example, with recruiting new staff. It recognises that they are taking the necessary steps to improve the school's performance. The school adviser monitors improvements closely and has a clear understanding of those aspects that are improving or need to improve further.
- **The governance of the school:**
 - The governors fully accept that until recently, they have not had the skills to understand the information being provided by the headteacher well enough. They have not been as successful as they could, for example, in holding the headteacher to account for important improvements, ensuring that performance management improves teaching standards or recognising for themselves what needs to be done. They are aware that the school's performance has not been good enough over time.
 - As a result, they have diligently set about organising themselves more effectively and are developing the necessary skills, such as being able to scrutinise information and contribute to the school's own evaluation. In conversation with inspectors, governors were very clear about what the recent information showed. They are spending more time observing the learning in school and talking to the local authority representative to clarify their decisions better. Recent improvements in achievement in all phases of the school and the quality of teaching demonstrate clearly this improvement in their effectiveness in tackling underperformance.
 - The governors have ensured that the budget is managed well. They spend the additional pupil premium

funding on staff, which is leading to improvements for disadvantaged pupils, but they recognise that there is more for the school to do to close the gap between the attainment of disadvantaged pupils and non-disadvantaged pupils in the school and nationally. They check that the primary school sport funding is used well to improve pupils' sports skills and provide more sport.

- Arrangements for safeguarding pupils meet requirements.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. During the inspection, they consistently showed positive attitudes to staff who taught them in their different classes. Pupils worked well together and in their small groups were noticeably aware and supportive of each other's different skills and needs.
- Attendance has increased well and is now similar to levels in other schools. Regular checks made by the recently appointed attendance staff on pupils' attendance, and engagement by staff with parents, are playing a key role in this and in reducing the number of pupils who do not attend frequently.
- Pupils know the school's system for managing their behaviour well. One pupil proudly displayed the trophy they had received for the high standard of work they had produced. Overall, rewards are used effectively by staff to ensure good behaviour and positive attitudes to learning.
- Records provided by the school show a marked reduction over the last year in the number of behaviour incidents recorded. On the very rare occasions when serious misbehaviour happens, records in the school's logs show that leaders are prepared to exclude pupils as a last resort.
- A small minority of parents who responded to their questionnaire say that sometimes bullying happens in the school. School records indicate that there are no incidents of homophobic behaviour and very few incidents of racist and bullying behaviour. Records indicate these very few incidents are mainly name-calling. They are 'one-off' events involving pupils who struggle to manage their own behaviour and are dealt with well by the school. Teachers and leaders are committed to tackling any discrimination. Most parents who responded and staff agree that the school deals effectively with bullying.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors that there are staff around the school keeping a close watch at all times of the day and this helps them to feel safe. They have found out about different ways to keep themselves safe, such as when they are using computers. The large majority of parents who replied as well as staff also agree that this is the case.

The quality of teaching

requires improvement

- There have been some weaknesses in the quality of teaching over time. This, combined with the considerable changes of teaching staff since the last inspection, has slowed the rate at which the school has improved. As a result, pupils' standards in reading, writing and mathematics have not risen quickly enough.
- Since the previous inspection, the headteacher has provided more training for teachers and most teaching has improved. Close scrutiny of the records of the quality of teaching confirms this. Recent evidence from the school's records also shows pupils' progress is accelerating in reading, writing and mathematics and improved teaching skills in these subjects have boosted the success of the most able. However, progress in Key Stages 1 and 2 is not yet good overall.
- Although leaders have established a whole-school system for marking, it is not yet consistently applied by all staff. Most, but not all pupils, are given feedback by staff through marking. Analysis of pupils' writing and mathematics books reveals that when such advice is given, pupils are not always expected to act on it and consequently miss opportunities to make important improvements.
- The work set by staff does not always ensure that enough pupils, including the least able, achieve as well as they should. For example, some staff set the same task for all pupils in the class, requiring pupils to use the same skills, so that not enough of them are challenged to make the best progress from their different starting points.
- Disadvantaged pupils, disabled pupils and those with special educational needs benefit from some extra support in order to help them catch up when they fall behind in their learning. However, everyday teaching in classrooms does not challenge these pupils well enough.
- The teaching of phonics ensures pupils gain these skills well and demonstrates the effectiveness of improvements made by leaders in staff skills.

The achievement of pupils**requires improvement**

- Achievement requires improvement because pupils' progress from their starting points across the early years provision and Key Stages 1 and 2 is inconsistent, due to variable standards of teaching over time. Consequently, pupils do not do well consistently in key subjects.
- In 2012 and 2013, attainment in reading, writing and mathematics were broadly average by the end of Key Stage 1. Similarly, attainment in reading and writing were broadly average by the end of Key Stage 2, but mathematics lagged behind these. Recent results show that attainment has risen in both Key Stages 1 and 2, especially in mathematics. Nevertheless, standards need to be raised further in these subjects.
- The least-able pupils, disabled pupils and those with special educational needs, do not do as well compared to similar pupils in other schools nationally, because their needs are not always met well enough.
- Information provided by the school for the end of Year 6 pupils in 2014, shows the attainment of disadvantaged pupils in reading, writing and mathematics was typically two terms behind that of other pupils in the school, although they are furthest behind in writing. They are typically up to one and a half years behind non-disadvantaged pupils nationally. Results from inspection evidence indicate that these attainment gaps are reducing, but there is still more to be done to push standards higher for these pupils.
- The proportion of the most-able pupils reaching the higher levels has been increasing in the last few years. Results provided by the school show that in 2014 the most-able pupils in the school do better than others nationally, including reaching the highest Level 6 in mathematics. This is indicative of the increased challenge being offered as teaching skills improve.
- For the last three years the national screening check of pupils' phonics skills carried out in Year 1 showed that a higher proportion of pupils than nationally reached the level expected for their age, because teaching is successfully providing pupils with the necessary skills in this aspect.
- The school demonstrates a clear commitment to tackling discrimination in all its forms, but inconsistencies in teaching means that not all pupils get an equal opportunity to succeed.

The early years provision**requires improvement**

- Children start in the early years provision with overall skills that are typical for their age, although their skills in mathematics and writing are below those expected.
- Children, including those for whom the school receives additional funding, those who are disabled and the most able, benefit from teaching that is effective in ensuring improvements in their phonics, reading and mathematics skills, although their writing lags behind. By the time they enter Year 1, children's achievement overall is not as good as it should be, because their writing is too weak.
- The teaching of writing is not good enough. Although staff have recently taken part in training to improve children's writing and plans have been developed to make even better use of the outdoor area to stimulate the writing, it has not yet impacted on standards.
- Staff establish clear routines from the outset and children benefit from the different activities which are mostly well matched to their interests and levels of ability. Inspectors observed that when children struggled to understand what to do, staff quickly intervened and offered different approaches to the tasks for children to consider.
- Regular physical education activities ensure that children can develop their physical skills. More activities are taking place in the recently developed outdoor area, including den-building and water play. These appeal to children and provide good opportunities for them to solve problems, work cooperatively and help them consider their own interests and needs. In turn, this increasingly helps support their spiritual, moral, social and cultural development.
- Leaders take account of the views of parents and visit other settings, which children have attended prior to entering the early years provision at the school. This helps them to gather a clear view on the skills children have gained, which they then use increasingly effectively to plan the next steps for children's learning.
- However, the systems set up by leaders, in order to keep a close eye on how well children are improving their skills, are not as well established. Staff are not clear enough about how well children are doing in order to improve their skills quickly, such as in writing.

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	448969

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	13 February 2013
Telephone number	01302 868284
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Email address	admin@st-michaels.doncaster.sch.uk

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