

Stirling Primary School

Prospect Place, Doncaster, South Yorkshire, DN1 3QP

Inspection dates 17–18 March 2015

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

- Standards in reading, writing and mathematics, in all year groups, are low.
- By the end of Year 6, disabled pupils and those with special educational needs do not always make enough progress.
- When children leave the Reception Year many have not developed their reading, writing and number skills to the level expected.
- There are too few opportunities for all pupils to develop and use their English language skills to help them to become fluent speakers, readers and writers.
- Teachers' questioning and the work they set are not always hard enough to challenge pupils, especially the most able.
- Pupils do not respond quickly enough to teachers' feedback about their work.
- The less than good behaviour of a small group of pupils hinders their learning in the classroom. The majority of pupils feel safe in school but, on occasion, some more boisterous behaviour in playground upsets some children.
- Difficulties in recruiting staff have meant that senior and middle leaders have not been able to fully support the headteacher to systematically check the quality of teaching and evaluate its impact on learning.
- The headteacher has taken significant responsibility for managing many areas of the school, especially pastoral support and work with outside agencies. This has reduced her capacity to strategically manage the school.

The school has the following strengths

- By the end of Year 6, the majority of pupils make good and sometimes better than expected progress, from their low starting points, especially in writing.
- The headteacher knows the community well and has remained resilient during a period of significant change in staffing and increased pupil numbers. She has established a highly inclusive and welcoming school where every child is valued.
- Information about pupils' achievement is now used more effectively to more precisely plan for improvement.
- Changes to the roles and responsibilities of the leadership team, including the appointment of an additional deputy headteacher, have enhanced the school's capacity to focus more sharply on raising standards in teaching and learning. As a result the school is improving.
- Relationships between teachers and the majority of pupils are strong and help to create a very positive climate to support learning.
- Governance has improved and, following a recent reorganisation, governors challenge and support the school more strongly.

Information about this inspection

- The three inspectors observed an assembly and range of lessons, two of which were observed jointly with the headteacher and the deputy headteacher. Walks around the school were undertaken to observe behaviour and to consider how well the school promotes spiritual, moral, social and cultural aspects of the curriculum.
- Inspectors looked at pupils’ books and learning journals, including those retained by the school from the previous term.
- Meetings were held with the headteacher, the two deputy headteachers, the special educational needs coordinator and subject leaders. An inspector met with two members of the governing body and the local authority officer.
- Two groups of pupils met an inspector to discuss their opinions about the school and their learning. An inspector listened to several pupils read.
- The inspection took account of 32 staff questionnaires and an internal survey of parents’ views. There were too few responses to Ofsted’s online parent survey (Parent View) to elicit any meaningful feedback. Discussions were held with parents at the start of the school day.
- The inspectors observed the school’s work and looked at a number of documents, including minutes of governing body meetings, achievement data, the school’s evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Pauline Pitman, Lead inspector	Additional Inspector
Christine Millett	Additional Inspector
Patrick Hargreaves	Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- There is one large full time Reception class with two teachers and a nursery nurse and a part-time morning and afternoon nursery.
- Key Stage 1 pupils learn in three mixed Year 1/2 classes. In Key Stage 2, there are two Year 3/4 mixed classes and three mixed Year 5/6 classes.
- The proportion of disadvantaged pupils entitled to support through the pupil premium funding, is well above the national average. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals or children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds and those with a first language other than English is very high compared with the national average. Pupils speak 25 different first languages.
- Mobility (pupils leaving or joining the school at times other than the usual) is very high in all year groups. Between 2013 and 2014, the school admitted an additional 106 children, many from Eastern Europe, who did not speak English. Forty-nine children left the school in the same time period. A high proportion of children entering the Nursery and Reception classes have had little experience of pre-school education.
- The proportion of disabled pupils or those with special educational needs is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- Since the last inspection, there have been sudden increases in numbers of pupils on roll and difficulties in recruiting staff. Six newly-qualified teachers have been appointed. In September 2014, an additional deputy headteacher was appointed.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise pupils' achievement further in all subjects, by:
 - increasing the challenge and the expectations of what all pupils can achieve, especially the most able and disabled pupils and those with special educational needs, by setting work and asking questions which appropriately challenge pupils of different abilities
 - creating further opportunities for pupils to improve their use of English
 - ensuring pupils are in no doubt about what they need to do to improve
 - supporting pupils to respond more quickly to the advice teachers give them about how to improve their work.
- Strengthen leadership and management by:
 - further developing the skills and knowledge of the senior and middle leaders, so that they are in a stronger position to support the headteacher to rigorously check the quality of teaching and support teachers to raise standards
 - improving the coordination of pastoral provision and services for disadvantaged pupils so that the headteacher is able to delegate responsibility and more effectively focus on strategic developments to improve the school.
- Tailor the support offered to a small number of pupils to help them to:
 - play more harmoniously with their peers
 - manage their own behaviour so they can develop the skills they need to become effective learners.

Inspection judgements

The leadership and management

requires improvement

- The headteacher knows the school community very well and is relentlessly ambitious for her pupils. She has shown immense resilience and maintained high expectations for the school during a period of significant staff turbulence, recruitment difficulties and sudden increases in the number of pupils on roll.
- The frequent changes in staff have limited the rate of improvement in teaching and learning. The appointment of new staff, including six newly qualified teachers, led to a reduction in leadership capacity. The leadership team has, therefore, not been able fully to support the headteacher to check the quality of teaching and learning and to act swiftly to rectify any weaknesses.
- The recent appointment of a new deputy headteacher and changes in roles and responsibilities have meant that the headteacher and leadership team are having a greater impact on improving the quality of teaching and are in a stronger position to move the school forward.
- The school has appointed a number of non-teaching professionals and draws upon a range of external services to enhance the pastoral support for disadvantaged pupils. Due to insufficient staffing, the headteacher has managed this work herself. This has made it more difficult for her to maintain a strategic overview of the school.
- Recently, support from the local authority and a local school has been more effective. The adviser has challenged the school's data and undertaken learning walks to check the quality of teaching. Since the last inspection there is a stronger link between actions taken and arrangements for checking their impact on raising achievement.
- Better use is made of pupils' achievement data to identify those who are at risk of falling behind and to act more swiftly to improve teaching and support. Pupil premium funding is now used more effectively to enhance resources for disadvantaged pupils to improve learning and pastoral care. This has led to improvements in achievement and attendance this year. For example, improved communications with parents has raised the attendance of pupils who were persistently absent.
- The school is highly inclusive and prepares pupils well for life in modern Britain. The spiritual, moral, social and cultural aspects of the curriculum are taught well. The school celebrates diversity and the headteacher encourages all children to respect each other's differences and not to accept discrimination in any form. This is modelled well by staff. However, a small group of pupils do not always put into practice what they are taught or demonstrate respect for others. This results in occasional unacceptable behaviour in the classroom and in the playground.
- To raise standards, the curriculum has been revised and now focuses much more precisely on developing pupils' literacy and numeracy skills. Topic work provides further opportunities for pupils to use their knowledge to read and write for a purpose. However, given the high proportion of pupils who do not speak English as their first language, there are still too few opportunities for pupils to develop and practise their spoken English.
- The use of the primary school sport funding is well documented on the school's website. Funding has been effectively used to provide specialist sport for all year groups, including multi-skill sports clubs. Additional support from Doncaster football coaches has also enhanced lunchtime sporting opportunities, which have led to improved fitness and physical well-being.
- The school's arrangements for safeguarding pupils meet statutory requirements and are effective.
- **The governance of the school:**
 - Since the last inspection, there has been a review of governance and the governing body has been restructured. This has led to improvements in governors' expertise and in the quality of support and challenge offered. Although governors are now more strongly holding the school to account for its performance, they are keen to improve their skills further.
 - Governors come into school regularly. As a result, they have a better understanding of the quality of teaching. They have been involved in improving performance management and understand the link between teachers' performance and pay. They ask more relevant questions about achievement data and are able to describe weaknesses and strengths in attainment and progress across the school.
 - Governors know how pupil premium funding is used and are beginning to evaluate its impact on the achievement of disadvantaged pupils.
 - The structure of meetings has been revised and the headteacher now provides her report to governors in advance. This allows more time for governors to ask pertinent questions and to challenge the school more effectively.

The behaviour and safety of pupils requires improvement**Behaviour**

- The behaviour of pupils requires improvement. This is because a small core of pupils, mainly boys, do not follow the rules and the routines set up by the school. Some have not developed the social skills needed to play harmoniously alongside their peers in the playground or to develop as self-reliant, enthusiastic learners.
- Pupils are taught well to understand what it means to be a good citizen. They are encouraged to manage their feelings and regularly discuss the importance of tolerance and respect. However, a small group of pupils do not always practise these principles, which can lead to low-level misbehaviour at play and lunch time, sometimes fuelled by events in the wider community. The school deals with any incidents swiftly and appropriately.
- Improvements in lunchtime activities, such as the use of football coaches, have enhanced sporting opportunities in the playground. Organised activities are having a positive impact on pupils' behaviour, and on their ability to work in teams, and are supporting them to develop their social and physical skills.
- Most pupils are polite, friendly and keen to relate to their peers and other adults. They have positive attitudes to their learning, get on with their work and are proud of their well-presented workbooks. For example, a group of Year 6 pupils were keen to demonstrate improvements in their writing and explained why it was important to develop their reading comprehension skills so that they could do well in secondary school.
- Overall, teachers manage behaviour well but occasionally lessons are disrupted by noisy or inappropriate behaviour from a small number of pupils. Sometimes this prevents other children from learning.
- The majority of pupils understand the school's behaviour policy. Most pupils enjoy special time at the end of the week which is set aside for good behaviour but rewards are also withdrawn for less than good behaviour. For example, the school has temporarily withdrawn the privilege of playing football at lunch time. Some, especially those new to the school, find it more difficult to follow classroom routines. Support is not always fully effective in helping these pupils to manage their behaviour.
- Attendance has improved and is now similar to the national average. Incidents of persistent absence have decreased. This is because the school expects every child to come to school and on time. Parent support workers work closely with parents and explain why it is important for their child to attend regularly.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Actions taken to eliminate discrimination are not having a full impact on all pupils in the school. A very small number of pupils feel they are not safe in the yard because there are occasional fights or incidents of name-calling or racism. A minority of parents agree. During the inspection there was evidence of a small group of older boys name calling and play fighting with younger pupils.
- Pupils have been successfully taught who to go to if they need help or advice or feel unsafe.
- Pupils are aware of different forms of bullying, including racism, because they are encouraged to understand other pupils' backgrounds, religions and cultures. The risks associated with social media sites and cyber bullying are well taught and all pupils are aware of dangers relating to the internet.
- To minimise risk to pupils the school has erected temporary fencing and no longer allows pupils to use the grassy area of the school, which is unsafe due to uneven ground.

The quality of teaching requires improvement

- Overtime, teachers have built good relationships with most pupils. However, the quality of teaching requires improvement because it has not raised overall attainment in reading, writing and mathematics.
- Teachers' subject knowledge has not always been strong. The headteacher has challenged inadequate teaching and has put in place actions to mentor staff and to improve the quality of teaching. This is having an impact on teachers' confidence to use a range of more effective strategies to support pupils' learning.
- Recent improvements in the way teachers mark pupils' workbooks have not had a full impact on raising standards. The quality of feedback is inconsistent and teachers do not always ensure pupils quickly learn from their mistakes.
- The teaching of reading and writing has improved. Although this has not yet led to an improvement in overall attainment it has supported pupils to make sound progress from their individual starting points. Pupils have access to a wide range of new and interesting books. They are encouraged to improve their

comprehension skills through daily literacy sessions. However, because attainment is low, too few are able to read for pleasure.

- The school is determined to raise standards in mathematics by equipping teachers with the skills they need to support pupils to apply their mathematical skills in a range of situations. This drive for improvement has helped pupils to make progress but not yet had a full impact on supporting pupils to reach the levels expected for their age.
- Teachers do not always expect enough from pupils, especially those with a disability and special educational needs and the most able. They do not always use their knowledge of pupils' prior attainment to encourage them to reach the higher levels. Sometimes work is not suitably matched to meet their learning needs and questions do not support them to deepen their knowledge and understanding.
- The majority of pupils do not speak English as their first language. The school has recently invested in staff training to improve teachers' ability to teach English as an additional language but this is not yet fully impacting on improving achievement for these pupils'. Opportunities to develop pupils' spoken English and their use of phonics to read and to spell require improvement. From the early years onwards, teachers are not promoting the use of phonics or spoken language strongly enough to enhance pupils' vocabulary and to support them to rapidly improve their reading and writing.
- Teaching assistants are crucial to the life of the school because many pupils require more individualised teaching and support. Some assistants are highly skilled and are used successfully to teach small groups. Sometimes teachers do not deploy them well enough to ensure that pupils with a disability and those with special educational needs, and those who find it harder to concentrate and follow classroom routines, are engaged and fully involved in learning.

The achievement of pupils

requires improvement

- The majority of children enter the school with little or no experience of English and have not developed the skills expected for their age. This has an impact on attainment at various levels. Despite a slight improvement in reading, the pupils' overall attainment at the end of Year 2 in 2014 was low compared with the national average, particularly in writing.
- A below average proportion of Year 1 pupils reach the standard expected of them in the national check on ability to use phonics (the sounds letters make). Newly-arrived pupils and those with special educational needs have not been able to master the skills needed to help them to spell and to become competent readers for their age.
- By the end of Key Stage 2, pupils' overall attainment is still below average in all subjects but significantly below average in writing and in the use of English grammar, punctuation and spelling. Within the last two years, there has been a substantial increase in the numbers of children entering upper Key Stage 2 who do not speak English, which has had a significant impact on the levels of attainment at the end of Year 6. The achievement of pupils who speak English as an additional language requires improvement.
- Due to very high mobility, the school keeps extensive records of the achievement of different groups of pupils. The school's tracking data shows that those pupils who have been in the school longer attain better than those who have recently arrived.
- Throughout Key Stage 2, the majority of pupils are now making good progress. However, disabled pupils and those with special educational needs and the most able do less well.
- The most able pupils do not attain the higher levels because teachers have not consistently provided work that is hard enough for them or asked questions which help to deepen their knowledge and understanding. Consequently, the proportion of pupils reaching a secure Level 4 or 5 is significantly below the national average.
- Disadvantaged pupils in the school make slightly better progress than non-disadvantaged pupils nationally. Although disadvantaged pupils make progress from their individual starting points, by the end of Year 6 they attain less well than others in the school and particularly others nationally. This means that there is an attainment gap of approximately one term, in all subjects, compared with others in school. There is a two-year gap in attainment compared with others nationally in writing and one and a half years in mathematics and reading.
- Disabled pupils and those with special educational needs are not all making sufficient progress from their individual starting points. Pupils' individual behaviour and learning needs are not always identified early enough so that rapid support can be put in place. However, recent changes to the leadership team has led to better coordination of support for pupils with a disability and special educational needs. There is now a clear plan of action to secure better quality provision and intervention for these pupils.

The early years provision**requires improvement**

- Children entering nursery or the full-time Reception class have rarely attended any previous early years provision. Many have just arrived in England and are unable to speak English. A large proportion of children have skills significantly below those typical for their age, especially in their communication skills, reading, writing and number.
- Children do make progress during their time in the early years, from their very low starting points. The school supports most of these children to improve their understanding of English and to make the relationships they need to be better prepared for learning in Year 1. However, in 2014, only 5% of children, compared with 61% nationally, reached a good level of development by the time they finished the Reception Year.
- Due to recruitment difficulties, the early years leader was deployed elsewhere. This led to deterioration in the quality of teaching and provision. Provision for learning both indoors and outside was underdeveloped and learning activities did not always engage or stimulate children to learn.
- Following the recent changes in the leadership structure provision has improved, although there is more to do to create a stimulating outdoor area. The leader is in a stronger position to monitor and evaluate the quality of early years teaching and its impact on children's achievement. Information about children's achievement is used to fine tune teaching and to support children to develop in all aspects of learning. Staff work well together to share their plans. As a result, school tracking information and records of children's development show that far more children are making good progress this year.
- Children work well together and are encouraged to collaborate and to talk to each other. They build positive relationships with the staff and other children. Staff are allocated particular children but there are also opportunities for staff to work with other children on more focused activities, such as phonic work or language development.
- Children are well cared for and are safe and secure: parents agree. Safeguarding procedures are effective. Most children behave well but some find it more difficult to follow classroom rules and routines, meaning they are less well prepared for learning in Year 1.
- There are too few opportunities for some children to rehearse their English or to benefit from more intensive opportunities to talk to staff and develop fluency in English.
- The school makes every attempt to involve parents in their child's education and personal development. Nonetheless, some parents are reluctant to come into school on specially organised days where they have an opportunity to work alongside their children. Children take books home, but some parents find it hard to help their children to read English. Parents are pleased with their child's development and are happy with the provision offered.
- The school is increasingly involving parents in their children's learning and induction into school.

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	106742
Local authority	Doncaster
Inspection number	453702

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	320
Appropriate authority	The governing body
Chair	John Hoare
Headteacher	Julie Wragg
Date of previous school inspection	13 March 2013
Telephone number	01302 363612
Fax number	01302 761594
Email address	office@stirling.doncaster.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

