

Plover Primary School

Coniston Road, Doncaster, South Yorkshire, DN2 6JL

Inspection dates

16–17 June 2015

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

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the relentless focus of the headteacher on improving the quality of teaching has been key to the school's rapid improvement.
- Pupils achieve well and, from their low starting points, they now reach average standards in writing and mathematics. Current pupils' progress in reading also shows considerable improvement and standards are broadly average across the school.
- The 'can do' mood inspired by school leaders has a strong impact on pupils' behaviour. Pupils are friendly and polite. They get on well with one another. The school promotes pupils' spiritual, moral, social and cultural development strongly.
- Leaders have improved ways of checking how well pupils are learning. They make sure that teachers understand the progress pupils make and how to help them make faster progress
- The school provides a good and interesting curriculum for its pupils.
- Teaching is typically good. Classrooms are well resourced and attractive displays make the school an exciting place to learn.
- The school's focus on helping disadvantaged pupils to achieve as well as other pupils has been very successful.
- The governing body is supportive of leaders and has a clear awareness of the school's strengths and areas for development.
- Specialist staff provide effective support for pupils with particular needs which enables them to make good progress.
- The school's early years provision is good. Children in Nursery and Reception Years benefit from inviting activities, particularly indoors.

It is not yet an outstanding school because

- Teachers generally use questions to check pupils' basic understanding rather than to help them to build deeper understanding and learn more quickly.
- Not enough pupils, including those who are most able, make better than expected progress in writing in Key Stage 1.
- Adults in the early years classes do not always fully develop children's language and thinking skills. Outdoor activities do not always enable children to learn to read and write as successfully as indoor activities.
- Middle leaders do not take full responsibility for the quality of teaching and achievement in their subject and/or areas.

Information about this inspection

- The inspectors observed pupils' learning in 20 lessons or parts of lessons, many of which were seen jointly with the headteacher. Observations were made of the teaching of phonics (understanding about letters and the sounds they represent).
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of work. Two inspectors met two groups of pupils to hear how they felt about their school.
- Inspectors observed break time and lunchtime and talked regularly with pupils as they moved around school and in lessons.
- Inspectors held discussions with the headteacher, the early years leader, senior and subject leaders, the inclusion leader, five members of the governing body and a representative of the local authority.
- Inspectors observed the school's work and looked at a range of documents. These included the school's self-evaluation and improvement plans, the minutes of governing body meetings, records of lesson observations and the management of staff performance, information on pupils' progress, and records relating to behaviour, attendance and safeguarding.
- Inspectors observed the work of specialist teachers working in the school's hearing-impaired unit.
- Inspectors spoke to a number of parents during the inspection and took account of a parent questionnaire provided by the school. There were not enough parent responses to the online survey, Parent View, for inspectors to access.
- The views of the staff were analysed through the 25 responses to the staff questionnaire.

Inspection team

Michael Wintle, Lead inspector	Additional Inspector
Paul Spray	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- Plover Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. The pupil premium funding is additional government funding schools receive that supports pupils known to be eligible for free school meals and those in local authority care.
- The proportion of pupils who come from minority ethnic heritages is below average, as is the proportion who speaks English as an additional language.
- The proportion of pupils with disabilities or special educational needs is above the national average.
- The school provides specially resourced provision for 14 pupils who are hearing impaired.
- Children in the Nursery attend part time and those in the Reception Year attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher is a National Leader in Education.

What does the school need to do to improve further?

- Strengthen the good teaching so that pupils make even more progress by making sure that:
 - more pupils, including the most able, make better-than-expected progress in writing and especially in Key Stage 1.
 - teachers use questioning in lessons to help deepen and accelerate pupils' learning, as well as checking their understanding
 - early years teachers and teaching assistants provide, in the outdoor play areas, more activities aimed at promoting high-quality language skills.
- Strengthen the role of middle leaders by making sure that:
 - they monitor and evaluate teaching and learning more rigorously
 - they are held fully to account for the quality of teaching and the progress pupils make in the areas for which they are responsible.

Inspection judgements

The leadership and management are good

- The headteacher has introduced a culture where all are encouraged to succeed. He has a strong ambition to continue to improve the school and has high expectations of both staff and pupils. Consequently, the quality of teaching is now consistently good and pupils achieve well. In the majority of lessons, most pupils behave well and enjoy their learning.
- Governors told inspectors that they were impressed by the speed at which the headteacher has been able to improve the school. He works very closely with governors to update school policies, put in place staff structures and provide training for all who need it. As a result, the school has rapidly improved the quality of teaching and achievement and is well placed to continue to improve.
- The progress of nearly all pupils in Years 1 to 6 is rigorously tracked and, as a result, any pupils identified as falling behind are quickly identified and given the appropriate support. One key example is the way that the school has used the pupil premium funding: the progress of all eligible pupils is now good because of the support that is provided.
- The leadership and management of the hearing-impaired unit are good. All staff are confident about identifying the needs and requirements of the pupils. As a result, pupils make good progress and are clearly happy at their successes. Morale in the unit is high.
- Leaders regularly check on the impact of their improvement work. They use a wide range of evidence, which they analyse forensically, to ensure their judgements are accurate for the quality of the teaching and pupils' achievement. School self-evaluation is honest and very accurate.
- However, much of the work rests with the senior leaders. Middle leaders do not monitor their areas of responsibility rigorously enough. They are not held fully to account for improving the quality of teaching and pupil achievement. This is particularly so with writing. A new appointment to strengthen leadership has yet to make an impact on teaching and pupil achievement.
- The curriculum is good. The subjects pupils learn about have a strong focus on developing their literacy and numeracy skills. This prepares them well for their next stage of schooling. Pupils learn exciting science, for example about mini beasts in Year 6, as well as topics in history and geography, and write very imaginatively about them. Year 4 pupils wrote excitedly about their visit from an Afghanistan war hero and how he carried a teddy bear around in his pack while on operations. Such breadth of learning contributes strongly to pupils' spiritual, moral, social and cultural development.
- There is a strong focus on equality and any discrimination or racism is not tolerated. Staff and pupils demonstrate this in the way they have formed positive relationships with one another, which start effectively in the early years.
- Pupils are prepared well for growing-up in modern democratic Britain. They are involved in school council elections and the school 'affirmations' are understood by all. Pupils spoke to inspectors about the focus in assemblies and meetings about 'tolerance' and 'courage'. They could explain how thinking about their school affirmations makes a difference to their learning and their relationships with others.
- Sports funding is used to provide specialist teaching, extra equipment and additional sporting clubs. The headteacher and staff see themselves as a 'sports school'. An example of this is when the school undertakes a sports week where every pupil takes part in a wide variety of sports, which are led by professionals in that field.
- Arrangements to ensure the safety and well-being of pupils are good. All statutory requirements are met and senior staff make sure policies and procedures are rigorous and thorough.
- The local authority has an accurate picture of the school. They provide effective support through regular visits to evaluate the quality of teaching and learning. The local authority judges the school has made good progress since the last inspection.
- **The governance of the school:**
 - Governors know the school well and have a good understanding of its work. This is because they spend time in the school, reviewing documents, systems, assessment information and looking at the learning of pupils. They are both supportive of the school and ask searching questions of it.
 - The governors have worked closely with the headteacher to support him in challenging weaker teaching. They have a good understanding of the arrangements to check the performance of staff. They are not afraid to make difficult decisions and they make sure any decisions about the level of pay awarded to teachers takes into account the quality of teaching and the achievement of pupils.
 - Together with senior leaders, governors make sure that all statutory requirements are met, particularly those regarding keeping pupils safe.

- The finances of the school are well managed.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils, all staff and parents agree. Pupils are courteous and polite around school.
- Pupils have good attitudes in lessons. They enjoy their learning and are keen and eager to succeed, which ensures they make good progress in most lessons. Just occasionally, a small number of pupils misbehave when the teaching does not fully engage and challenge them.
- Relationships are warm and supportive and pupils work well together. Residential visits in Years 5 and 6 to Northumberland help to develop pupils' social development.
- Pupils play well together. They are proud of their school and help look after the buildings and the gardening areas outside. Pupils enjoy coming to school and, as a result, attendance has increased significantly since the last inspection and is now broadly average for 2014/2015.
- Those that attend breakfast club and after-school care are given healthy food and a range of worthwhile activities, such as making Fathers' Day cards and growing plants outside.

Safety

- The school's work to keep pupils safe and secure is good.
- The site, though large, is secure. Doors and gates are secure. Fire drills are carried out regularly.
- Pupils, staff and parents say that pupils are safe in school. School records show there are very few racist or bullying incidents; these are recorded well and follow-up has been rigorous. Pupils are confident that they can raise concerns they have with adults.
- Pupils know and understand about the different types of bullying. They are knowledgeable about e-safety and the possible dangers associated with social networking sites. Pupils say that bullying is rare and they would know who to go to if they had any concerns.

The quality of teaching is good

- The quality of teaching is good over time. Consequently, pupils learn well and make good progress. Work in pupils' books, as well as checks carried out by leaders and evidence gathered during the inspection, demonstrate that the quality of teaching has improved significantly since the last inspection.
- Mathematics is taught well and work is skilfully matched to pupils' varying abilities. Pupils in upper Key Stage 2 are very clear about how to improve their work and how to move to a higher level. A strong focus on pupils learning their times tables is in place to plug gaps from previously weaker teaching two years ago.
- Writing is carefully developed and the best pieces of work are celebrated in the classrooms. Pupils in Key Stage 2, and especially in Year 5 and Year 6, write regularly and at length. This ensures that pupils' skills are quickly improved.
- Teaching is not outstanding because teachers do not always have the highest expectations for pupils. In writing, for example, Key Stage 1 pupils do not always work as hard as they can because teachers do not give them enough opportunities to write at length.
- The teaching of reading, including phonics, has improved and had a positive impact on pupils' progress throughout the school. Pupils who read aloud to inspectors showed that they had received a good grounding in learning letters and sounds.
- Teachers' marking is good and clearly shows pupils what they need to do to improve. Pupils have enough time to respond to teachers' comments.
- Teachers' questions are mainly used to check understanding of the ideas being taught, rather than to also help pupils think about ideas more deeply and to learn more quickly.
- Staff use wall displays very well to celebrate pupils' achievements, especially in writing in Key Stage 2. Pupils in Year 6 had written at length about 'gold'. Pupils' writing was very mature and they used complex sentences well. Presentation was good and pupils had developed excellent word choices to explain their thinking.

The achievement of pupils**is good**

- Achievement data and pupils' current work confirm that most pupils are now making good progress across the school. Rapid improvements in teaching and increased expectations of the progress pupils should make are leading to more pupils reaching the expected standard for their age. For example, the proportion of pupils achieving the expected levels in mathematics, reading and writing at the end of Year 6 is now broadly average.
- The strong drive by leaders, governors and staff to raise the achievement of disadvantaged pupils has been very successful. Gaps between the achievement of disadvantaged pupils and other pupils have been narrowed. School's figures show that this trend is continuing.
- In Key Stage 2, pupils make good progress and especially in Year 5 and Year 6. Current pupils achieve well in their reading, writing and mathematics because of good teaching.
- By the end of Year 2, current pupils achieve well in their reading and mathematics. However, pupils are not given enough opportunities to write at length and therefore progress is slower.
- Disadvantaged Year 6 pupils are currently on track to attain as well as other pupils in the school in mathematics, and to narrow the gap in reading and writing to less than two terms. Compared to other pupils nationally, disadvantaged pupils at the school are expected to be behind by around one-and-a-half terms in reading and writing and in line with them in mathematics. This gap is much narrower than the gap between disadvantaged pupils nationally and other pupils nationally.
- Disabled pupils and those who have special educational needs do very well at the school. Hearing-impaired pupils who attend the specialist unit receive expert help and, as a result, make good progress. They receive expert support in small groups and as part of whole-class teaching.
- Pupils who speak English as an additional language make good progress. Their needs are identified quickly. They receive effective support individually and in groups.
- In 2014 the number of pupils who attained the required standards in the phonics screening in Year 1 was below average. Staff have received training and additional support in teaching phonics and current Year 1 pupils are on track to achieve well and attain results closer to the expected levels.
- The school has had too few pupils who achieved highly in recent years. Leaders are now identifying the most able pupils and evidence seen during inspection indicates more pupils currently in school are working above expectations for their age, indicating that the most able are starting to make better progress in all areas.

Early years provision**is good**

- Children start Nursery and the Reception Year with skills that are below what is typical for their age, particularly in language and communication. Many children have had very little experience of mixing with others so their social skills are not very well developed.
- The early years provision is expertly led. The early years leader works very closely with the headteacher to ensure that the quality of teaching is good and that activities enable children to learn a wide range of skills. Leaders rigorously check how well children are learning. They keep accurate records of their progress, which shows that current children are on course to achieve well in all areas of learning and achieve a good level of development in 2015.
- Children have developed good ways of working well with one another. They have formed positive relationships, behave and play well together and are kind and helpful towards one another. The school's work to keep children safe and secure is good. Parents are happy with how well the school ensures that children who are new to school are helped to settle down.
- The quality of teaching is good and teachers ensure that children have a range of exciting and interesting activities. Four children were busy 'buying' ice creams from the well-designed 'Ice Cream Parlour'. Adults were skilfully supporting their language development and enabling them to count quickly and talk about the colours they needed in their ice creams.
- Leaders have an accurate understanding of what needs to be done. They recognise that the indoor activities stimulate strong learning, but that the outdoor play areas are not as strong. Children have too few chances outdoors to develop outstanding skills in reading and 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	131265
Local authority	Doncaster
Inspection number	462282

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	370
Appropriate authority	The governing body
Chair	A Trahearn
Headteacher	Steve Bowler
Date of previous school inspection	10 July 2013
Telephone number	01302 361450
Fax number	01305 738886
Email address	admin@plover.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

