

# Inspection of Long Toft Primary School

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

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Inspection dates: 14 and 15 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy and say they feel safe. Expectations of behaviour are high and kindness to others is the norm. Pupils know who they can turn to if they are worried. Staff act as good role models, demonstrating thoughtfulness and courtesy.

Pupils have an excellent understanding of issues such as racism, homophobia and bullying. They know these actions are unacceptable. Pupils say that on the few occasions when racist and homophobic language is used or bullying occurs, they are quickly dealt with by staff. Pupils are confident that teachers will help stop incidents from reoccurring. Pupils know that difference is something that should be celebrated and everybody should be treated with respect.

The curriculum is enriched with many after-school activities and clubs. Pupils speak enthusiastically about the number of clubs they can choose to attend. They enjoy taking on leadership roles, such as the 'Green Fleeces' who support younger pupils at breaktimes. Pupils work with a local football club on a leadership programme to help them confidently take on other leadership roles.

## **What does the school do well and what does it need to do better?**

Throughout school, leaders have carefully planned the new vocabulary that pupils need to know and understand. Pupils learn this new language well. Staff in the early years model new vocabulary to children. For example, staff encourage children to use scientific vocabulary to describe the changing properties of ice when it melts. This develops their language and communication.

Children in the early years learn about rhyme and rhythm through various activities, such as singing, stories and music. Adult interactions in the early years are excellent. Children build on this as they begin to learn phonics in the foundation class. Occasionally, children who need more help and begin to fall behind in phonics do not always receive regular support. Teachers and support assistants are trained and teach phonics well. Pupils become fluent and enthusiastic readers. The school is alive with texts. A superb reading room, key stage 2 library, corridor reading areas and classroom reading areas encourage pupils to develop a love of reading.

Senior leaders generally support subject leaders well, including those new to this responsibility. A mentoring scheme and clear succession planning are in place as staff take on new subjects. Some subject leaders need more guidance in planning their subject. In these subjects, the precise knowledge and vocabulary that pupils should learn are not planned for. Therefore, the building blocks of knowledge, which should lead to aspirational end points, are not always as clear as they could be. Occasionally, subject leaders are not as knowledgeable at identifying required language or explaining what it means. This means that some pupils lack a depth of understanding, and very occasionally they learn incorrect information which leads to

misconceptions. This also means it is sometimes difficult to check pupils' understanding and link new and old knowledge.

This is an inclusive school. All pupils, including children in the early years, are encouraged to be kind to their peers, regardless of beliefs, cultures or behaviours. Pupils celebrate Diwali in school alongside their peers who may be celebrating Diwali with their families. Pupils' emotional needs are well met. Pupils have a dedicated space where they can go and feel safe and secure. Some pupils with special educational needs and/or disabilities (SEND) who need more academic support do not always get the quality help they need. For some, targets are too broad and the extra support they receive does not match their needs.

Staff form a very cohesive team. They are proud to be a member of the school. Staff work well together to make sure the pupils are well cared for. Safeguarding and emotional well-being are key themes. The personal development curriculum helps pupils to learn about what it is to have British values and how to tackle life's challenges with resilience.

Governors and the local authority know this school well. They know its strengths and weaknesses and have plans to address these areas. They have challenged and supported school leaders to ensure that improvements have taken place since the last inspection. They know what they have to do next to continue this journey of improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are trained in child protection and safeguarding. Regular updates and quizzes ensure that keeping children safe is always a priority. Leaders work well with other professionals to support families and pupils. Records are stored carefully and confidentially on an electronic system. All staff respond immediately to any concerns they may have about a child, and they know who to and how to report those concerns. Evidence of checks prior to recruitment are recorded appropriately.

Pupils are taught how to keep themselves safe. For example, the police are regular visitors in school, helping pupils understand how to keep themselves safe in a range of situations.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, plans do not identify the exact knowledge that pupils should know in each year group. Some subject leaders do not have the skills or subject knowledge to be able to do this well. Consequently, what pupils are being taught is not always linked to what they have learned in the past and

what they are going to learn in the future. Leaders need to ensure that subject leaders receive training and support to enable them to develop their curriculum more precisely.

- Some pupils with SEND do not get the support they need. For some, the plans that leaders have written that identify their needs and subsequent targets are not precise enough. Actions taken to support needs are not being implemented in the most appropriate way. Consequently, some pupils with SEND are not making the progress they are capable of. Leaders need to ensure that every pupil with SEND has specific targets that exactly match their needs and that the support they receive is appropriate to meeting these targets effectively.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	133637
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10241014
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Genny Bradley
<b>Headteacher</b>	Alison Buxton
<b>Website</b>	<a href="http://www.longtoft-doncaster.co.uk">www.longtoft-doncaster.co.uk</a>
<b>Date of previous inspection</b>	12 and 13 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provider, Changing Lives Through Changing Minds.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with senior leaders, governors and a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also met with subject leaders, reviewed the curriculum and pupils' work, and spoke to pupils about geography, science, physical education and art.
- Inspectors spent time in the early years environment, speaking to the early years lead and considering how children learn in this provision.
- Inspectors spoke to the special educational needs coordinator, observed interventions for pupils with SEND, and looked at the targets set for their learning.
- Inspectors spoke to parents and considered the free-text responses to the online questionnaire, Ofsted Parent View. Responses to the pupil and staff surveys were received, and the views expressed were taken into account.
- Inspectors spoke to leaders, staff and pupils about safeguarding. They considered a range of documents related to safeguarding, including recruitment checks and records.

### **Inspection team**

Jo Sharpe, lead inspector	Ofsted Inspector
Trudi Bartle	Ofsted Inspector
Julie McGrane	Ofsted Inspector

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