

# Misson Primary School

## Inspection report

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<b>Unique Reference Number</b>	122656
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327775
<b>Inspection date</b>	15 May 2009
<b>Reporting inspector</b>	Glynn Storer

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	127
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Patricia Tan
<b>Headteacher</b>	Mr Geoff Ingman
<b>Date of previous school inspection</b>	12 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dame Lane Misson Doncaster South Yorkshire DN10 6EB
<b>Telephone number</b>	01302 710580
<b>Fax number</b>	01302 710580

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## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- whether there is evidence to indicate that pupils' learning and achievement are equally good in all phases of the school, but especially in Key Stage 2;
- how well pupils' overall personal development and well-being, and their spiritual moral social and cultural development, contribute to the quality of their learning and to the school's drive to promote community cohesion;
- how well the content and organisation of the curriculum impact on pupils' academic and personal development.

Inspectors gathered evidence from lesson observations, the scrutiny of pupils' current work, the analysis of performance data, the scrutiny of school policies and planning, and from discussions with the headteacher, staff, pupils and governors. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small primary school serves the community of Misson and outlying areas in rural North Nottinghamshire. The proportion of pupils known to be eligible for free school meals is well below the national average. Most of the pupils are from White British backgrounds. The proportion of pupils from other minority ethnic backgrounds is also below average and, of the pupils with minority ethnic heritage, few speak English as an additional language. The number of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is about average for a school of this size.

The school has achieved the Healthy Schools status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Misson Primary is a good school. It has the strong approval of most parents and has grown steadily in numbers in recent years. One parent commented: 'I have every confidence that my children will receive an excellent education at Misson.' Parents feel this way because their children achieve well, both academically and in relation to their personal development, and standards are consistently above the national average. Much of the school's success stems from the committed leadership of the headteacher. Over his years of service to the school he has been a 'steady hand on the tiller'. His measured approach has ensured that the school has coped successfully with change and has continued to improve. He has built an able staff, many of whom now contribute effectively to aspects of leadership and management. Together they give the school a good capacity for further improvement.

Children get a good start to their education in the Early Years Foundation Stage and achieve well at all stages throughout the school. Standards are regularly above the national average but do vary, both up and down, depending on the make-up of particular year groups. In the 2008 national tests for seven-year-olds, standards were exceptionally high. Virtually all pupils made good progress from above average starting points in Year 1. The 2008 results for eleven-year-olds were broadly average but this does not mean that pupils underachieved. Indeed, a high proportion of pupils in that year group faced considerable barriers to their learning and the levels that they attained represented good achievement in relation to their capabilities. An important part of the school's success lies in ensuring that pupils of all abilities achieve well. This is also evident in the fact that the more able pupils in the 2008 cohort attained near perfect scores. The school's tracking and the work of pupils currently in Years 2 and 6 show that almost all pupils are well on course to attain the challenging targets that the school sets for them. Standards are above average in both key stages and all pupils, including those who find learning difficult, are achieving well.

Pupils achieve well because teaching and the curriculum are good. Careful planning of individual lessons and of the curriculum as a whole ensures that teaching responds to pupils' needs, for example by ensuring that those at risk of falling behind receive good support. The effective use of information and communication technology, by teachers and pupils alike, plays an increasingly prominent role in the curriculum. There is a strong focus on the teaching of skills, which results in good standards in subjects such as art and design and technology. Lively and varied teaching styles, high expectations and effective pupil management draw an extremely positive response from pupils in many lessons. They rise to the challenge to do their best because tasks are both demanding and engaging. Learning is fun and enrichment activities, such as visits to local sites of educational interest, promote high levels of enjoyment and effective learning. In some lessons, however, teachers' planning for pupils of different ages and abilities is not sharp enough to ensure that all make the best possible progress.

An effective programme of personal, social, health and citizenship education results in good levels of personal development and well-being. Most pupils behave well because staff have high expectations and manage occasional incidents of misbehaviour well. Nevertheless, a number of parents express concern about the behaviour of a small minority of pupils. The school is aware of these concerns and has taken effective action to address this issue. Inspectors found no evidence to indicate that the quality of pupils' learning or well-being is adversely affected by the behaviour of others. Indeed, by the time that pupils leave the school, many have developed extremely positive attitudes to learning and respond exceptionally well during lessons.

Pupils know the importance of safe and healthy lifestyles, and good standards of basic skills and excellent attitudes to learning equip them well for future economic well-being. Spiritual, moral, social and cultural development is good overall. Most pupils act on an understanding of what is right and make good contributions to the school community by acting as school councillors, buddies or playground leaders. They also contribute satisfactorily to the community beyond the school, for example through their links with the church and a recent traffic survey. The school's efforts to promote community cohesion are satisfactory overall. However, they are undermined by the lack of a clear plan and procedures for reviewing the extent to which the curriculum as a whole contributes to this important area of the school's work. Consequently, current provision is patchy. Pupils do not learn enough about people locally and further afield whose interests, lifestyles and beliefs are different from their own. Current topics do not always give them the global perspectives necessary for life in a culturally and ethnically diverse society.

A strong commitment from all staff and effective links with outside support agencies underpin effective pastoral care for all pupils. Pupils with the most pressing needs receive sensitive care and a quality of personal support that ensures good levels of inclusion and equality of opportunity. Safeguarding procedures meet current government requirements. Arrangements for academic guidance to pupils are developing well. The school has improved its assessment and tracking procedures since its last inspection and is, rightly, continuing to develop its use of such information. As a result, target setting is also better than it was. However, inconsistencies in teachers' marking and in their use of targets for individuals mean that some pupils do not always understand how to improve their work.

Leadership and management are effective at all levels. Leadership roles have expanded as the school has grown in size. Recently-appointed leaders are given the training and time that they need to do a good job. Consequently, school self-evaluation is accurate and forms a good basis for planning for school improvement. Governance is satisfactory. Governors' oversight of the school's work is generally thorough. Some monitoring has been particularly well-focused, for example in following up parents' concerns about behaviour. Furthermore, increasingly effective financial management ensures that the school provides good value for money. However, the governing body has, rightly, identified the need to be more involved in the gathering of first hand information about the school's performance so that they are better able to take on the role of 'critical friend'. Nevertheless, the impact of strong leadership and management and of sound governance is clearly evident in improved accommodation, resources and facilities, effective teaching and learning and consistently good achievement over time.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

When children enter Reception, their attainment is generally at or at times above nationally expected levels. They achieve well and make good progress. Consequently, most children move into Key Stage 1 working at levels above those normally expected of five-year-olds. Children learn and develop well because teaching and support for learning are generally good. They benefit from a purposeful and stimulating learning environment and enjoy the outside area, which is an inviting space for play and independent learning. However, when children choose their own activities, their learning is not always as purposeful as it might be. This is because there is not always an adult on hand to guide their play and promote the conversations that extend thinking and communication skills.

Children flourish in the Early Years Foundation Stage because their welfare is given a very high priority. Staff are attentive to their needs and are sensitive, patient and supportive in dealing

with problems that arise, particularly where children have a high level of personal need. As a result, children make excellent gains in terms of their personal development and well-being that provide a strong foundation for future learning. They generally behave well, develop extremely good relationships with others and thoroughly enjoy the wide range of activities available to them. This is particularly evident in the way that children work and play together and become exceptionally independent. Effective leadership and management result in thorough planning. It covers all areas of learning and there is a good balance of adult-led activities and opportunities for children to follow their own interests and to initiate their own learning. Furthermore, it enables those children who are ready to take on higher level challenges to make a smooth transition to National Curriculum-based activities, whilst maintaining a healthy focus on learning through play.

### **What the school should do to improve further**

- Strengthen the school's drive to promote community cohesion by introducing clear procedures for planning and evaluating initiatives across the curriculum.
- Give governors a more prominent role in evaluating all aspects of the school's performance and in holding the school to account for what it achieves.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 May 2009

Dear Pupils

Inspection of Misson Primary School, Doncaster, DN10 6EB

You may remember that I visited your school a little while ago, along with my colleague, Mrs Rodgers. Thank you for making us so welcome and for taking time to talk to us and to answer our questions. I particularly enjoyed hearing all of your 'special mentions' during assembly. It was good to know that so many of you are doing so well. I know that Mrs Rodgers had fun in Reception too.

I thought that you would like to hear what we found out about your school.

There are many good things happening in your school.

- Children in Reception get a good start to their education.
- Almost all of you make good progress in English, mathematics and science and overall standards are above average.
- You thoroughly enjoy school because teachers, educational visits, visitors and special events make learning interesting and exceptionally enjoyable.
- You get on wonderfully well with one another and your behaviour is good.
- The headteacher, staff, governors and pupils work hard to make your school a better place.

Despite all of these, there are still a few things that could be improved - there always are. In order to help, I have asked the headteacher to draw up a clear plan that makes sure that you learn more about local and wider communities and come to understand and respect people's different lifestyles, needs and interests. This will help you to grow up to become good citizens.

The school governors are also keen to make sure that everything works as well as it possibly can. I have, therefore, asked them to check even more regularly on how well you are all doing and to ask the headteacher and other staff more questions about how to make things better.

You can all play your part by continuing to work hard and enjoy your time at Misson Primary School.

Yours sincerely

Glynn Storer

Lead inspector