

# Rossington St Michael's CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	106765
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	336736
<b>Inspection dates</b>	14–15 July 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	369
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jon Sewell
<b>Headteacher</b>	Mr Keith Schooling
<b>Date of previous school inspection</b>	23 April 2007
<b>School address</b>	Sheepbridge Lane Old Rossington Doncaster DN11 0EZ
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## Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons, observing 14 staff and all classes. They also held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 87 parents and carers, 182 pupils and 24 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what the school is doing to improve attainment in mathematics and the progress made by boys
- how the school is improving the quality of learning and teaching
- given recent changes, how well focused and cohesive staff and governors are in driving the school forward.

## Information about the school

This primary school is larger than average. The majority of pupils are of White British heritage. There are a few pupils who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average but the proportion with a statement of special educational needs matches the national average. The proportion of pupils known to be eligible for free school meals is average. The school has a variety of awards, including Artsmark Gold and Healthy Schools status. The school has undergone significant staffing changes since the last inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has some good features and the very large majority of parents and carers are clearly supportive of it. One parent, reflecting a typical view, commented that, 'The school has created a lovely environment for children to learn.'

Children gain a good start to their learning in the Early Years Foundation Stage as a result of the good teaching, care, curriculum, and leadership and management found there. Attainment, by the time pupils leave the school in Year 6, has varied considerably over recent years but is broadly average overall. Weaknesses in boys' progress and in standards in mathematics have mostly recovered. Although writing remains underdeveloped in some year groups, it is being tackled via a programme of additional support that is having a positive impact on standards. Progress for most groups of pupils, including those with special educational needs and/or disabilities is satisfactory, and in Years 2 and 6 often good.

Learning and teaching are satisfactory. They lack the consistent challenge needed to ensure good progress. Some teaching is good but the impact of assessment on what happens in other lessons is too variable. Activities in these lessons are not as well matched as they could be to pupils' needs. Marking is sometimes not helpful and, as a result, some pupils do not know what level they are working at or what they have to do to improve their work. Some pupils do not have the opportunity to work independently. The satisfactory curriculum has strengths in the use of sport and the arts, which support pupils' health and personal development well. As a result, pupils' awareness of healthy living is good. The care, guidance and support provided by the school are good overall. Pupils enjoy their time in school, attendance is average but improving and behaviour is satisfactory. Opportunities for taking responsibility within the school and community are satisfactory but growing.

Leaders and managers, including governors, are driving improvement forward effectively. However, some aspects of self-evaluation practice are underdeveloped, notably at senior leader level. Community cohesion is satisfactory, with the result that pupils' understanding of and contact with the wider world is underdeveloped. Safeguarding arrangements are good and the school's capacity for sustained improvement is satisfactory.

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

- Improve the quality of teaching and learning to at least good by:
  - – using assessment information more effectively to ensure a better match of activities in lessons to pupils' different learning needs

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- – improving teachers' marking so that it more effectively informs pupils about their attainment, how well they are progressing and what they need to do to improve
- – providing pupils with more opportunities for learning without adult support.
- Broaden pupils' understanding of and contact with the richness of the wider world.
- Ensure that senior leaders and managers monitor the ongoing progress of groups of pupils more effectively to better inform short-term planning for improvement.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In the best lessons pupils are engaged with their learning and make good progress as a result of the good teaching. Pupils work well collaboratively and respond to the wide range of activities provided for them that match their needs well. Learning is satisfactory in the majority of lessons, however, but improving as stable staffing ensures greater continuity of learning. In some satisfactory lessons there are too few opportunities for pupils to work independently. Data gained from tests and teachers' assessments show attainment varying from high to low levels since the last inspection. Inconsistencies in the quality of teaching remain, and as a result standards are now broadly average and progress is satisfactory. Previous weaknesses in mathematics and in the progress of boys have been largely overcome, although weaknesses remain in some classes in Key Stage 2 in writing. These are being tackled robustly and most pupils are on track to meet the challenging targets the school has set. Pupils with special educational needs and/or disabilities make satisfactory progress because of the good support and guidance they receive.

The majority of pupils say they feel safe and well looked after. Behaviour is satisfactory and often good in the better lessons. Attendance is average overall but is improving, and the school has worked very hard to eliminate persistent absenteeism. The school places a high priority on developing pupils' understanding of healthy living and this is good, reflecting the school's award. Pupils engage enthusiastically with the many sporting opportunities provided by the school's work with local partners. Partnership working is otherwise satisfactory. Pupils take some responsibility for the everyday running of the school, acting as playground buddies and classroom monitors and the school council is enthusiastic, although largely led by adults. Pupils' spiritual, moral, social and cultural development is satisfactory, with strengths in the spiritual provision and through the good social and emotional aspects of learning programme. Pupils' awareness of the diversity of the modern world and their wider cultural understanding is underdeveloped but improving. The promotion of skills that contribute to pupils' future economic well-being is satisfactory, helped by the updated resources for information and communication technology that pupils are using with increasing skill and confidence, especially as a support for writing.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teaching is satisfactory across the school with some that is good, especially in upper Key Stage 1 and upper Key Stage 2. In the better lessons good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulates their interest. The school has developed detailed assessment practices at classroom level since the last inspection. In the good lessons the results of this clearly inform teaching and help the many teaching assistants to target support sessions where appropriate. However, the majority of lessons lack this rigour. Activities in these lessons are not as well matched to the needs of pupils because of the poorer use of assessment information by teachers, despite the arrangements in English and mathematics for pupils to be taught in some year-group classes according to their attainment. In some lessons there is too much teacher-directed work resulting in a slowing of progress and loss of interest among some pupils. Marking and feedback in these lessons is also less helpful, with the result that pupils do not have a clear understanding of what level they are working at and what they need to do to improve. The curriculum is satisfactory. It is well planned and has a strong focus on literacy and numeracy but does not always meet the needs of all pupils in lessons. The school has been developing the use of themed topics that combine different subjects but recognises that it has more work to do in this area. There is some focus on different national cultures through an annual project. The use of the arts, especially music, is

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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strong and pupils' enjoyment of this aspect of their learning is shown in the often high quality of performances and displays around the school. The provision for the more able and those with special gifts and talents is satisfactory. There is good evidence of the use of their talents in the high-quality school newspaper produced by these pupils.

The care, guidance and support provided by the school are good. The school takes children from a wide range of nursery providers and manages this transition well. The school works well with a wide range of agencies to support pupils in their learning, especially those whose circumstances make them vulnerable or those with special educational needs and/or disabilities. The steps taken to improve attendance have been particularly effective. Individual education plans reflect clear and appropriate strategies for supporting pupils' needs and the school can point to cases where its care has resulted in significant improvements for some pupils. Communication with parents and carers over their children's progress is being extended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has responded well to the challenges of recent years, having largely stabilised the staffing and begun a drive to get greater consistency in the quality of teaching and learning across the school. This vision is shared by the staff and governors. Better assessment systems have been introduced to chart pupils' progress more accurately, although they are not yet used consistently by all staff to shape their teaching. There is a clear and well-coordinated drive towards improvement. Some aspects of the good middle-leadership structure are not working as effectively as they could be due to temporary leadership of these areas but the school has this well in hand for next year. Self-evaluation practices are satisfactory but senior leaders and managers do not monitor the ongoing progress of groups of pupils with sufficient regularity to get a good picture of how well the school is operating. As a result, short-term planning for improvement is sometimes underdeveloped at this level.

Safeguarding procedures are good, with best practice being seen in the areas of checking and vetting of staff. The governing body has undergone significant changes recently but carries out its statutory functions satisfactorily and is committed to the vision of the school, although it recognises that it needs to engage more actively in the life of the school. Community cohesion is satisfactory. The school works well with the immediate community, and has developed a link with a Kenyan school, but

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acknowledges that pupils' understanding of the diversity of the modern world and their contact with it are underdeveloped. The promotion of equality of opportunity is variable across the school, with strengths in the support for pupils whose circumstances make them vulnerable, but its effectiveness is limited by the inconsistency of provision across all classes. Discrimination is rare and when found it is tackled robustly. Some staff expressed concerns in their questionnaire returns about the quality of some aspects of the leadership and management of the school but these areas were judged to be satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Reception classes with knowledge, understanding and skills that are below the levels typical for their age, especially in the areas of language, number and personal development. Children settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive and the warm, positive atmosphere. There is a strong emphasis on developing the basic skills and learning is recorded in detail and is communicated well to parents and carers. Teachers have a good understanding of children's interests. Children make good progress as a result of the good teaching in an environment that caters well for their needs. Those children with special educational needs and/or disabilities also make good progress because of the extra support they receive from the talented and hard-working adults in the early years setting.

Teachers plan a good range of activities with a good balance between those they direct and those children choose for themselves. As a result, behaviour is good. By the time

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they leave, children are able to play and work together well, having reached broadly expected levels across all areas of learning. The activities available in the outdoor learning area do not always reflect the focus of the learning inside, however, and this hinders progress somewhat. Leadership and management are good, with training up to date, safeguarding measures fully in place and good plans in evidence for driving further improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The very large majority of parents and carers who returned the questionnaires are happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is largely well led and managed. Inspectors agree with these views. A small minority of parents and carers have concerns over behaviour and a few feel that their views are not taken sufficiently into account by the school. Inspection evidence showed that the school's practice in these areas is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rossington St Michael's CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	57	37	43	0	0	0	0
The school keeps my child safe	48	55	36	41	2	2	0	0
The school informs me about my child's progress	31	36	46	53	10	11	0	0
My child is making enough progress at this school	42	48	43	49	1	1	0	0
The teaching is good at this school	43	49	42	48	1	1	0	0
The school helps me to support my child's learning	34	39	47	54	6	7	0	0
The school helps my child to have a healthy lifestyle	38	44	47	54	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	37	44	51	4	5	1	1
The school meets my child's particular needs	37	43	45	52	1	1	0	0
The school deals effectively with unacceptable behaviour	30	34	38	44	12	14	1	1
The school takes account of my suggestions and concerns	27	31	47	54	5	6	1	1
The school is led and managed effectively	34	39	47	54	4	5	0	0
Overall, I am happy with my child's experience at this school	45	52	37	43	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 July 2010

Dear Pupils

Inspection of Rossington St Michael's CE Primary School, Doncaster, DN11 0EZ

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Rossington St Michael's is a satisfactory school. It has some good features. The headteacher, staff and governors are helping the school to improve. You get a good start to your learning in the Reception classes and make good progress there because of the good teaching, care, and leadership and management. Progress throughout the rest of the school is highly varied but satisfactory overall, because of the differences in the quality of teaching across the school and the impact of past staffing changes. By the time you leave the school in Year 6 you reach broadly average standards, although sometimes standards are higher. Most of you say you enjoy school and feel valued and safe, as a result of how well you are looked after. Your behaviour is satisfactory and attendance is average. The majority of teaching is satisfactory but there is some that is good. The range of subjects you take is satisfactory, with a good focus on the important areas of English and mathematics.

I have asked the school to consider the following points to help it to improve.

- Make sure that all your lessons are at least good so that work is set at just the right level for each of you.
- Help you to understand the wider world and to increase your contact with it.
- Ensure that senior staff track your progress more frequently so that planning for improvement is better informed.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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