

# Park Primary School

Monmouth Road, Doncaster, South Yorkshire DN2 4JP

## Inspection dates

13–14 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has an ambitious vision for the school. By creating a strong leadership team and through systematic approaches, she has brought about rapid improvement.
- Good leadership has raised outcomes for pupils. These have improved year on year, especially for disadvantaged pupils. At the end of key stage 2 in 2018, disadvantaged pupils achieved above average results in mathematics.
- Teaching for pupils with special educational needs and/or disabilities (SEND) is individually tailored and effective. Bespoke support helps these pupils to make good progress.
- Children in the early years get off to a very good start to school life. They thrive in a stimulating, safe and nurturing environment.
- Some outstanding teaching in upper key stage 2 serves as a strong model for further improvement in a minority of other classes.
- There is strong support for families who face challenging situations. The proactive work of the pastoral team is pivotal to the school's success.
- This is an outward-facing school. Leaders have made good use of learning partnerships and high-quality support from the local authority school improvement service.
- Teaching assistants work unobtrusively and very effectively with pupils during lessons, in small groups or individually.
- Pupils' behaviour in lessons and around school is consistently good. Pupils mix well, care for each other and are polite to visitors.
- Pupils who are new to speaking English receive strong support from adults and other pupils. This helps them to settle in and learn well.
- Although leaders have provided considerable challenge and support that has improved teaching, there are still some pockets of teaching where subject knowledge requires improvement. In these classes, teachers do not use assessment well when planning next learning steps and so tasks are not always pitched correctly for all ability groups.
- Leaders have ensured that the curriculum provides rich experiences and is broad and varied. However, there are limited opportunities to deepen learning in subjects other than English and mathematics, including science.
- Although there is a diverse school population, pupils are not able to talk confidently about other faiths and cultures.
- Welfare arrangements are exemplary and safeguarding is every adult's first priority.

## Full report

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

- Improve further the quality of teaching across the school by:
  - providing focused training and support, where a minority of teaching requires improvement, that equips staff with better subject knowledge in English and mathematics
  - ensuring that learning tasks are consistently pitched at the right level for both the least and most able pupils.
- Extend and broaden learning across a range of subjects, including science, by:
  - further developing the skills of those who lead subjects other than English and mathematics, so that they can improve the quality of learning in these subjects
  - presenting learning experiences that strengthen pupils' knowledge and understanding, and involve frequent application of reading, writing and mathematics skills
  - implementing a cohesive strategy for teaching pupils about different faiths and cultures, to prepare them for life in modern Britain.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has very high ambitions for every pupil and says, 'I want this school to be an oasis of learning and care within the community.' She and has established a strong leadership team that is moving the school forward rapidly. After a sustained period of turbulence, staffing is now stable, morale is high and everyone shares the headteacher's commitment to aim high.
- Senior and middle leaders are reflective and keen to seek out and develop the best practice, for example in improving the teaching and culture of reading. They have engaged in productive learning partnerships with other schools and consultants. Effective pastoral work and guidance from the local authority have been fundamental in the school improvement process.
- Over the past two years, senior leaders have formed a realistic and accurate view of the school's strengths and areas to improve. They have introduced a clear improvement programme and provided or brokered a range of staff training to raise the quality of teaching. They have also helped staff to be more confident and work effectively as a team.
- Key to the school's improvement journey has been the way in which the headteacher has introduced clear systems that provide excellent structures for staff to follow. For example, she has set clear guidelines about essential elements of classroom displays, templates for middle leaders to use in evaluating their work and the way in which checks on teaching quality are carried out. The school's plan for improvement is incisive.
- Working within clear guidelines, leaders of English, mathematics and the overall curriculum have relished the opportunity to develop their roles. They are providing valued support to colleagues and are increasingly able to influence the quality of teaching in their respective subjects.
- Senior leaders have sharpened up assessment procedures so that there is an accurate view of pupils' progress. Teachers are now able to use assessment information smartly to identify any pupils who may be falling behind in their learning. As a result, additional support helps to remedy any areas of weak understanding.
- The special educational needs coordinator (SENCo) reviews assessment information in detail and has a clear overview of the progress these pupils make. She frequently checks on teaching arrangements to ensure that the extra support these pupils receive is working well. There are extremely good arrangements in place where pupils move on to other settings or to the next stage of their education.
- Funding to support disadvantaged pupils is used largely to support pupils' social and emotional needs. The pastoral team plays a crucial role in helping a substantial number of pupils maintain positive social and learning behaviours. The improving outcomes for disadvantaged pupils are testament to the validity of this work.
- The physical education (PE) and sport premium funding is used well to provide additional opportunities for pupils to experience inter-school competition and to enjoy participating in different sports after school. There are additional physical education

sessions for those pupils who need extra help to improve their agility and balance or control.

- The school provides a number of learning opportunities for parents and carers, including support for those parents who speak English as an additional language. Parents who spoke with inspectors value the help they receive and appreciate the care provided for their children.
- The curriculum offers breadth and variety with a peppering of first-hand experiences that include interesting educational visits to places such as local museum or a recreated air raid shelter. However, some learning in subjects such as science, history and geography lacks depth and does not provide sufficient challenge for the most able pupils. Opportunities to apply reading, writing or mathematical skills are not maximised. Senior leaders acknowledge this and have recently introduced more emphasis on science.
- There are also astute plans in place to help foundation subject leaders take a more active role in curriculum evaluation and review. This work is at a very early stage of development.
- There are good opportunities for pupils to develop their social and moral understanding and to play a positive role in school life. However, although pupils from a wide range of backgrounds mix together harmoniously, their understanding of each other's different faiths and cultures is limited. Coverage of this cultural element of learning has lacked coherence.

### **Governance of the school**

- The governing body has struggled over time to be as effective as it needed to be, partly due to the challenges of recruiting new governors but also as a result of staffing and leadership changes at the same time as changes in the curriculum. There is now a much better sense of collaboration between governors, leaders and the local authority.
- Now that governors are receiving detailed and carefully structured reports from senior and middle leaders about standards, they have a clearer understanding of teaching strengths and where future priorities lie. This is helping governors to act strategically.
- Governors are increasingly involved in the life of the school, to gain a first-hand impression of the effectiveness of teaching and to judge how well school improvement processes are proceeding. For example, the vice chair has scheduled three full successive days in school to observe learning across classes. A governor responsible for health and safety is a regular visitor who helps by checking on the site condition. He and the ex-chair of the governing body occasionally lead assemblies.
- New co-vice chairs of the governing body are discharging their roles with zeal and are determined to raise the profile and expertise of governors through training and partnership links. They are confident that this will help them to provide more consistent and structured support and challenge for leaders, as well as being able to evaluate spending decisions more analytically.

## Safeguarding

- The arrangements for safeguarding are exemplary. Training for staff is frequently updated. Whenever a concern is raised about a pupil's well-being, designated staff for safeguarding support that member of staff in contacting the relevant agencies and following any issues through. This not only adds to staff development, it ensures that decisions are made with great consideration and in a timely way.
- Those staff responsible for safeguarding show tenacity, persistence and sensitivity in securing positive support and outcomes for pupils at risk of harm. There are many families in the community who from time to time need help. Such is the trust and faith that parents place in the pastoral team that they are not afraid to actively seek help through school. The school's engagement with a wide number of external agencies is high.
- Record-keeping is of an extremely high quality. Information is shared quickly on a need-to-know basis and this helps alert staff to any potential concerns over pupils. Consequently, intervention or assistance is provided at an early stage.
- Leaders have invested heavily in support for pupils' social and emotional needs. Pupils are encouraged to develop their own self-control when angry or anxious. The school's react or respond strategy and ongoing nurturing of pupils who may exhibit challenging behaviour are bearing fruit. Indeed, one ex-pupil returns to school for continued reassurance.

## Quality of teaching, learning and assessment

**Good**

- Teaching has improved considerably since the last inspection and is now good overall. This is because teachers try to make lessons interesting, generally use assessment information well to plan next learning steps and encourage pupils to try more challenging work. Pupils are generally engaged and work hard, cooperating with adults and each other. As a result, time for learning is used productively in most lessons.
- There is a consistent approach to the teaching of reading skills across the school. Teachers pose a good range of questions to check on pupils' factual understanding and then probe deeper to explore unfamiliar words and deeper meaning. Quality novels support thematic work and pupils are enthused by reading these class texts.
- It is clear that teachers have encouraged pupils to draw on rich vocabulary in crafting descriptions in their writing. One Year 3 pupil, inspired by the Greek myth of Medusa wrote, 'The smell of blood and decaying flesh assaulted their nostrils.' Year 2 pupils had also produced lively pieces about different minibeasts after exploring outdoors.
- In mathematics, teaching has targeted number skills primarily but with a growing emphasis on problem solving and reasoning. In Year 6, pupils were able to quickly assess the potential difficulty of a fractions problem because their times tables knowledge was so secure and they had a good grasp of mathematical language.
- Where learning is most effective, teachers skilfully adjust the learning in the light of pupils' answers. In Year 4, the teacher asked the most able pupils who had quickly completed an initial task to create a shape using whole centimetre squares to give a perimeter of 19 centimetres. After much debate, pupils explained why this would be

impossible, using what they knew about even numbers and properties of rectangles.

- Homework is varied and linked to thematic work, often with a history focus. Pupils enjoy choosing homework activities from a menu and can explore ideas in a variety of media. A group of Year 5 pupils were rightly proud of the model step pyramids some had carefully constructed.
- Teaching assistants make a valuable contribution to learning. They offer skilled but unobtrusive support and intervention to groups and individuals. Where adults work on a one-to-one basis with pupils, every opportunity is taken to involve other pupils in the learning, to prevent any pupils feeling isolated.
- Where learning was less effective, in a minority of instances, this was because the pitch of activities was either too hard or too easy for some groups, the resources were not best suited to the questions or the pupils were attempting a task that required more prior knowledge than they had. Subject knowledge of these teachers was also weaker in English and mathematics.
- The majority of pupils respond well to teachers' expectations by taking pride in their written presentation, which is generally good. Where there is any variation, this is linked to lack of clarity from the teacher about how to set out work.
- The introduction of a new cursive handwriting style has improved presentation, though a few pupils still struggle to form letters correctly. Frequent and well-structured teaching has also focused on building up pupils' skills in using grammar and punctuation. These skills are now filtering into pupils' independent writing. In a few cases, however, spelling errors of common words are not routinely identified and so reappear in later work.
- Although there are some opportunities for pupils to write for different purposes in a range of subjects, these are mainly limited to work in history. There was less evidence of pupils using reading research skills or applying mathematics in subjects such as science, geography or religious education.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff promote positive learning attitudes well through consistent expectations and a variety of rewards. Pupils love the school's different approaches to recognising achievement through competitions, such as the 'times-table rock stars' or the 'superspog' champion of the week.
- Pupils cooperate very well with each other. On several occasions, inspectors observed pupils sensitively helping others who were very new to the school and in some cases new to the country. These pupils, who had virtually no English, were supported so well by the adults and their peers that they were able to make learning gains.
- Pupils told inspectors that they feel safe in school and had full confidence in the adults to support them. They know that they can go to any adult, and especially the pastoral staff and headteacher, if they have anxieties about home or school. If they report any unkindness from others, they are confident staff will sort matters out promptly.

- Older pupils know how to stay safe when out and about and on the internet. They know that keeping passwords and personal details private is vital. They understand that they should tell parents or adults at school immediately should anything unwholesome appear on the computer screen. Younger pupils were not so confident about online safety precautions.
- Several activities take place after school and these are well attended. Sports and football clubs cater for different age ranges and pupils also spoke warmly of the singing and performing and the outdoor learning clubs. To get the day off to a good start, the school operates a breakfast club.
- There are some opportunities for leadership development through the junior leader initiative. Junior leaders meet to suggest aspects of school improvement and also play their part in organising school events, such as setting up a Hallowe'en poster competition. Periodically, the junior leaders present assemblies to the school.
- Pupils mix well with other pupils, whatever their diverse ethnic or family backgrounds. They say that there is no racism and that they treat everyone the same, helping new arrivals to settle in. Their knowledge and understanding of different faiths and cultures is limited, however.

## Behaviour

- The behaviour of pupils is good. This has not always been the case and leaders and staff have worked hard to put support systems in place for the pupils who have significant social and emotional learning needs. This work is now paying off and the calm and well-managed behaviour across school is a bedrock for productive learning.
- Pupils understand the school behaviour system and think it is fair. They know that learning is important and older pupils said that behaviour in the school has improved a lot. Inspectors saw a little off-task behaviour in a minority of classes but this was linked to teaching that did not engage all pupils.
- Pupils treat each other kindly around school and in lessons. There is a calm and orderly feel about movement in corridors or the dining hall. On the playgrounds, pupils can be boisterous but most of the time play is amicable, with occasional friction only tending to arise from unstructured games of football.
- Pupils like coming to school and attendance reflects the national picture. For the small minority of pupils who attend infrequently, pastoral staff are not shy about visiting homes to make attendance enquiries when necessary. Some parents choose to take their children on term-time holidays, but leaders are very clear that these are unauthorised.

## Outcomes for pupils

**Good**

- Across the school, there is a consistent and continuing trend of improved outcomes and, for some groups, progress and attainment is much better than average. Pupils' learning attitudes are positive and older pupils are well prepared to move on to the next phase of their education. Outcomes for pupils are therefore good.
- Children enter the early years with abilities that are below those seen typically but effective teaching and care help them to make good progress, so that they are ready

to make a secure start in Year 1.

- The proportion of pupils passing the Year 1 phonics screening check has improved over the past three years and in 2018 was 83%, which is above the 2017 national average. There was also a high proportion of pupils successful in the re-checks at Year 2.
- At key stage 1, outcomes in reading, writing and mathematics have risen steadily over time. In 2018, the proportions of pupils reaching expected standards were close to average in reading and writing, and above average in mathematics. More pupils than ever are now working at a greater depth of understanding in these subjects.
- There is a similar picture at key stage 2, where the proportions of pupils reaching the expected standards in all three subjects have increased considerably since 2016, when the school was previously inspected. In 2018, proportions reaching expected standards were much closer to average in reading and writing and above average in mathematics. Outcomes in the grammar and punctuation assessments were also above average.
- Disadvantaged pupils have started to make considerable gains in their learning. At key stage 1, the proportions of disadvantaged pupils reaching expected standards in reading, writing and mathematics remain below average but have risen year on year since 2016, to be much closer to average in 2018. At key stage 2 in 2018, disadvantaged pupils did as well as other pupils nationally in reading and writing. They did much better than other pupils nationally in mathematics, where the proportion of pupils achieving the higher standard was 12% above the national average. Pupils' progress was also strong across all subjects.
- Pupils with SEND have also made good progress as a result of personalised learning programmes that are carefully reviewed and amended to meet emerging needs.
- The school's latest assessment information and work in pupils' books across most classes indicate continuing improved outcomes for current pupils, including disadvantaged pupils. There are good examples of work in PE and art, though the development of scientific skills and knowledge is less advanced.

## Early years provision

**Good**

- Children join the early years from starting points below those seen typically but make good progress during their time in the setting. Over the past two years, the proportions of children moving into Year 1 with a good level of development have been similar to those seen nationally. This is a result of good teaching and organisation, accurate assessment and a stimulating learning environment.
- The early years leader is confident in her role and provides good direction to other adults. Effective teamwork ensures consistent approaches around observing children at work and play and the adjusting of next steps for learning. The children's learning journey records convey progress clearly.
- Children in the Nursery class access a wide range of exciting learning opportunities. They are busy and absorbed in their play. One group took delight in filling containers and compared the sounds they made when struck. 'Look what I have made!' one child proudly announced.
- Adults are skilful in posing questions to extend children's language and take every

opportunity to make children think and respond. In Nursery, the teacher set up a teddy bear biscuit activity and adults asked questions to extend understanding of utensils and textures, such as, 'How do we use the rolling pin?'

- Relationships between adults and children are first class. Children take their cue from adults and treat each other kindly. They only need occasional reminders to share nicely or take turns.
- Teaching of phonics is a strength. In a Reception class, the teacher used song, rhyme and voice to help children pick out initial word sounds. Other adults adjusted the teaching for the children who were working below expectations. Follow-up activities to support the learning were carefully planned.
- Teaching explores opportunities for children to develop their mathematical skills and understanding in innovative ways. The teacher in a Reception class used a programmable toy beetle and a road track to involve children in devising instructions for the toy to move set distances. Children were very keen to help get the beetle to the post office.
- The children's outdoor learning is good. There are all sorts of engaging activities for children to explore and many to encourage them to work with others. Children working with an adult on planning a journey to the seaside informed the inspector, 'It's a long way to Filey!'
- There are lots of exciting stimuli to get children talking. On the grassed area, adults had placed a silver foil rocket in pieces and children had excitedly discussed how to help the alien get back home by rebuilding the machine. Another group playing in the mud kitchen were bursting to tell each other that they had found potatoes and worms!
- Parents have a very positive view of the setting. They say the adults in the school are approachable and they know that their children are looked after well. All statutory safeguarding requirements are met, children are dressed appropriately for different weathers and good attention is paid to hygiene and hand washing.
- Children with SEND receive good support. Those with speech and language delay or difficulties are provided with effective, targeted help. This comes from staff who have received speech therapy training – another example of the proactive approach taken by leaders to reduce children's barriers to learning.
- The school's new approach to teaching handwriting is at an early stage and some children need more support to develop their fine motor skills in preparation for letter and numeral formation. Opportunities for children, especially most-able children, to make a written recording of their number or phonics work are sometimes missed.

## School details

Unique reference number	106728
Local authority	Doncaster
Inspection number	10052873

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The governing body
Co-Vice Chairs	Andrea Keating and Claire Hughes
Headteacher	Karen Fagg
Telephone number	01302 344 659
Website	<a href="http://www.parkprimary.greenschoolsonline.co.uk">www.parkprimary.greenschoolsonline.co.uk</a>
Email address	<a href="mailto:admin@park.doncaster.sch.uk">admin@park.doncaster.sch.uk</a>
Date of previous inspection	21–22 April 2016

## Information about this school

- This school is larger than the average-sized primary school. There are 14 single-age classes and a Nursery unit, which provides part-time places for three-year-old children. Some of these Nursery children attend for the full day.
- Just less than half the pupils are of White British heritage. There is a wide diversity of ethnic backgrounds and over 25 different languages are represented in the school. The proportion of pupils who speak English as an additional language is much higher than average.
- The proportion of pupils known to be eligible for support funded by the pupil premium is higher than average.
- The proportion of pupils with SEND is below average. The number of pupils with an education, health and care plan, is also below average.
- The current headteacher of the school took up her post as acting headteacher in 2016, having previously served at the school as deputy headteacher. The current deputy

headteacher was also appointed from within the school in 2017. Since the previous inspection in 2016, there have been several changes of teaching staff, though staffing has been stable since the start of the school year.

- The school operates a breakfast club.

## Information about this inspection

- Inspectors visited 26 lessons or part-lessons across classes to assess teaching and learning. The headteacher and deputy headteacher viewed several lessons jointly with inspectors.
- Inspectors listened to a selection of pupils reading from Years 1, 2, 3, 4 and 5.
- Inspectors and senior leaders sampled work from all year groups in English, mathematics and a range of other subjects.
- Inspectors conducted meetings with the local authority school improvement adviser, middle leaders, subject leaders and members of the governing body.
- Inspectors analysed information from a range of school documentation. This included published data about pupils' progress and attainment, the school's report on its own effectiveness, school improvement plans, the school website, the school's previous inspection reports, the school's latest assessment information and safeguarding documents.
- Inspectors took the views of parents into account through informal discussions with parents and by analysing text responses from the nine parents who completed Ofsted's online questionnaire, Parent View.
- Inspectors took account of the views of staff through Ofsted's online staff survey, to which 10 staff provided responses.
- Inspectors took the views of pupils into account through four meetings with groups of pupils from key stages 1 and 2. They also met groups of pupils informally at playtime and lunchtime.

## Inspection team

James Reid, lead inspector	Ofsted Inspector
Lesley Allwood	Ofsted Inspector
Gillian Wiles	Ofsted Inspector

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