

Long Toft Primary School

Inspection report

Unique Reference Number	133637
Local Authority	Doncaster
Inspection number	360550
Inspection dates	9–10 February 2011
Reporting inspector	Melvyn Hemmings

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	315
Appropriate authority	The governing body
Chair	Mr Fred Turner
Headteacher	Mrs Alison Rahman
Date of previous school inspection	12 November 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 15 lessons. The inspectors observed 12 teachers and held discussions with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at: school policies; records of meetings of the governing body; assessment information; pupils' work in books and curriculum planning. In addition, 154 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successfully the school has increased rates of progress and raised attainment in English and mathematics.
- The extent to which teaching and learning are monitored and evaluated rigorously.
- How effectively assessment information is used to build upon what pupils already know.
- How effectively pupils are involved in evaluating what they need to do next to improve.

Information about the school

Long Toft is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most pupils are of White British heritage. There is a resourced centre for inclusion on the site that provides for pupils who are potentially vulnerable due to their circumstances. The independently managed after-school club is inspected separately and the report is available on the Ofsted website. The school has gained the Activemark, the International School Award and has Healthy School Status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Long Toft is a good school. The inspirational leadership of the headteacher and the effective teamwork of all staff and the governing body have been the key to good improvement since the last inspection. Attainment has risen and is now in line with national averages because rates of progress have increased. Leadership and management have also improved since the last inspection. Self-evaluation is accurate and means that leaders have a good understanding of the school's strengths and areas for development. They plan effectively what the school needs to do to improve further and successfully sustain improvements. This includes making sure that pupils who are more able are always challenged effectively and improving the quality of marking. The effectiveness of partnerships with others in promoting pupils' learning and well-being is outstanding. There is good capacity to ensure the school continues to move forward.

Improvements to the quality of teaching mean that it is consistently good or better throughout the school. As a result, the rate of pupils' progress has accelerated and attainment in English and mathematics has risen to broadly average by the end of Year 6. However, aspects of some teachers' practice remain inconsistent, in particular marking and the effectiveness of challenge for more-able pupils. Leaders have worked successfully to improve pupils' reading and speaking and listening skills. Writing is a weaker aspect of pupils' performance in English. A variety of initiatives have been put into place to improve pupils' basic writing skills. Leaders rightly acknowledge there are not enough opportunities for pupils to practise and refine these skills by writing for a purpose across the curriculum. In mathematics, pupils' written calculation skills have improved but their quick mental recall skills and ability to solve number problems are not as well developed.

The school is a friendly and stimulating setting in which to learn. Pupils' good behaviour and positive attitudes to learning contribute well to the good progress they make. Their attendance is average but improving rapidly and pupils show enjoyment in coming to school. The quality of teaching has many strengths and pupils say that teachers make learning fun. Relationships between adults and pupils are strong throughout the school, with parents and carers commenting positively on its family atmosphere. The pastoral care and support of pupils are strong features of the school's provision and are much appreciated by parents and carers. Some of its work in supporting potentially vulnerable pupils is outstanding. The curriculum is planned well to build systematically on pupils' skills and to meet their needs and aspirations. It is enlivened by a wide range of enrichment activities that add interest and variety to pupils' learning.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics by

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- providing more opportunities for pupils to write purposefully across the curriculum
- improving pupils' mental recall skills and their ability to solve number problems in different contexts.
- Ensure that all teachers
 - provide pupils who are more able with effective levels of challenge
 - guide pupils on how to improve their work through more effective marking.

Outcomes for individuals and groups of pupils

2

Pupils' achievement from their low skill levels on entering school is good. They are keen to learn and carry out their activities enthusiastically. This was evident when pupils in Year 4 were learning how to use expressive and descriptive language to create atmosphere when writing about a Roman myth. Pupils work well together in pairs and small groups and are willing to persevere when faced with difficulties. They enjoy writing but do not have enough opportunities to extend their skills by writing purposefully across the curriculum. Pupils have a secure mathematical vocabulary and can explain clearly their methods for working out calculations. Occasionally, in some classes, pupils who are more able are not challenged sufficiently. Pupils with special educational needs and/or disabilities make the same good progress as other pupils because of the well-targeted support they receive.

Pupils are polite, considerate and show respect for different people's feelings and values. They take on responsibilities willingly, such as being a school councillor, fire warden or office helper. Pupils contribute well to the wider community, including working with emergency services to identify potential risks in the local area. Pupils say they feel safe and secure in school and know they can talk to a member of staff if they have any worries or concerns. Pupils' rapidly improving attendance and the way they are making good progress in gaining basic skills mean they are well prepared for the next stage of education and their future lives.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have secure subject knowledge and are able to explain new ideas clearly and confidently. They use questioning well to find out what pupils know and can do, and to involve them in discussion. Lessons are managed well, so that pupils are engaged in their work and little time is lost. Pupils are given time to explore ideas for themselves and to consider how they might improve their work, which contributes well to their development as independent learners. Teachers generally use assessment information effectively to set tasks that build upon previous learning. Nonetheless, in some classes there are times when the activities do not sufficiently stretch some pupils. Marking is not always effective in guiding pupils to make improvements in their work. Teaching assistants provide good support for all pupils and especially those with special educational needs and/or disabilities.

Extra-curricular activities, which are well attended and include sports, music, and gardening clubs, enrich the curriculum. Visits to places of educational interest, such as the Yorkshire Wildlife Park to observe animals in their natural environment, and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. Planning builds methodically on previous work but there are insufficient opportunities for pupils to write purposefully, at length, to develop further their writing skills. Involvement in a wide range of partnerships very effectively develops pupils' learning and development, particularly in sport and the arts. The curriculum places strong emphasis on encouraging

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pupils to make informed choices to adopt healthy lifestyles. This has been recognised by the school gaining the Activemark and achieving Healthy School Status.

Well-organised arrangements for the care of all pupils contribute to their good development and well-being and support their learning. Staff are clear of the steps to take if they have any concerns about the well-being of a pupil. Excellently targeted support for potentially vulnerable pupils plays an important role in fostering their learning and development. This has enabled some of them to overcome very difficult personal circumstances. Established links with outside agencies, including the school's educational psychologist and healthcare professionals, ensure extra support for individual pupils is available when required. Improved attendance is due to a range of effective strategies, such as closer engagement with parents and carers, and appealing ways of celebrating regular attendance. Pupils who have medical needs are supported effectively to ensure their well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders work well together and drive improvement effectively. As a result, staff morale is high and there is a shared vision for school improvement. The governing body is supportive of the school and plays an effective role in promoting its further development. The school does not tolerate any form of discrimination. It has detailed information about the progress of different groups of pupils and uses this effectively to target improvement. All safeguarding requirements are met, with the school having comprehensive policies and procedures to ensure the safety and welfare of pupils and staff. The school is quick to identify risks and pupils are helped to develop a good understanding of safety issues. The monitoring and evaluation of teaching and learning have been improved since the last inspection and are now rigorous.

Leaders promote community cohesion well in school and this leads to it being a harmonious community, with pupils from different backgrounds getting on well together. Initiatives to develop pupils' awareness of communities in other countries, such as through its link with a school in South Africa, have led to the International School Award. The school is highly committed to working in partnership with others. As a result, pupils' learning and development are enhanced, for example in the arts and sport, in ways that the school could not provide on its own. It often takes a leading role in partnership activities, such as in supporting other schools in behaviour management. The school has a positive relationship with parents and carers, ensuring they are well supported in

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developing their children's learning and taking good account of their concerns and suggestions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and achieve well as a result of consistently good teaching. Adults work well together to plan activities that are practical and often linked to children's personal experiences. Consequently, children are interested and engaged in all that they do. This was evident when they were enthusiastically using a variety of recycled materials to make models that included houses, towers and castles. They are encouraged to make decisions for themselves and this contributes positively to their development as independent learners. Children play happily together, willingly sharing resources and also taking turns fairly. Relationships between adults and children are good, which has a positive impact on the progress that children make.

The curriculum is enhanced by an interesting range of enrichment activities: for example, seasonal walks around the school environment and opportunities to take part in local events, such as the Scunthorpe Music Festival. Children are cared for well in this calm and happy setting, and support for those with special educational needs and/or disabilities is good. Good leadership ensures that children's progress is checked well and that their individual needs are met. The leader has rightly identified the need to ensure that more-able children are always challenged effectively. Parents and carers say that staff are approachable and keep them informed of their child's progress and how they can support learning at home.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An above-average proportion of parents and carers returned completed questionnaires. The very large majority were positive about the school's work and the efforts of all staff. One comment is typical of many, 'The staff are very warm and friendly and they always make time for you if you have any problems.' A very small minority of parents and carers did not agree that the school deals effectively with unacceptable behaviour. Inspection evidence showed that behaviour is good overall and pupils say that any misbehaviour is dealt with promptly if it occurs.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Toft 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 154 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	61	50	32	4	3	5	3
The school keeps my child safe	92	60	56	36	2	1	3	2
My school informs me about my child's progress	83	54	61	40	7	5	2	1
My child is making enough progress at this school	96	62	50	32	4	3	4	3
The teaching is good at this school	89	58	62	40	1	1	2	1
The school helps me to support my child's learning	90	58	61	40	3	2	0	0
The school helps my child to have a healthy lifestyle	85	55	66	43	3	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)	81	53	62	40	5	3	0	0
The school meets my child's particular needs	86	56	64	42	4	3	0	0
The school deals effectively with unacceptable behaviour	73	47	64	42	12	8	3	2
The school takes account of my suggestions and concerns	82	53	58	38	10	6	2	1
The school is led and managed effectively	77	50	67	44	6	4	3	2
Overall, I am happy with my child's experience at this school	87	56	59	38	5	3	2	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



11 February 2011

Dear Pupils

Inspection of Long Toft Primary School, Stainforth, DN7 5AB

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good, and that:

- you make good progress and your attainment is improving
- staff look after you very well and make sure you are safe
- you make a good contribution to the life of the school and wider community, such as working with emergency services to identify potential risks in the local area
- the curriculum is enriched by a wide range of extra-curricular activities and educational visits, such as to the Yorkshire Wildlife Park to observe animals in their natural environment
- you enjoy school and learn a lot in lessons, as you indicated in your questionnaires
- the headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now:

- improve your writing and quick mental recall skills, and ability to solve number problems
- give some of you extra-challenging activities to help you reach the highest levels
- improve marking so that it guides you effectively on how to make improvement in your work.

All of you are a credit to your school and can help it improve further by continuing to try your best in your learning.

Yours sincerely

Melvyn Hemmings,
Lead inspector

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