

# Mallard Primary School

Cedar Road, Balby, Doncaster, DN4 9HU

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils achieve well in all subjects and reach the nationally expected standards by the end of Year 6.
- Teaching has improved. Most is good and on occasions outstanding. This is due to the strong leadership of teaching and learning and the commitment of teaching and support staff to improving their practice.
- Behaviour in classrooms and around the school is good and has improved since the previous inspection. Pupils show respect and courtesy to adults and work well in groups together.
- Most pupils clearly enjoy learning. Indeed, in some classrooms pupils expressed some disappointment when a lesson came to an end because they were keen to carry on with their work!
- Pupils say they feel safe in school and that adults in school help them if they have any problems or worries.
- The headteacher and governors have a clear understanding about how well the school is doing. Senior leaders set high expectations and give the school clear direction for the future.
- The school supports pupils' spiritual, moral, social and cultural development well. For example, pupils have been involved in supporting a local food bank, an appeal in Africa and also decided to 'give hunger the boot' by wearing their 'wellies' to school for a day!
- Pupils enjoy a rich and interesting curriculum which captures their interest and motivates them to work hard.
- Most pupils are very keen to talk about what they have been learning and to show their work to others; amply fulfilling the school's motto: 'Proud of where we come from. Proud of where we are going'.

### It is not yet an outstanding school because

- Some of the teaching is not good enough to help the most able pupils reach their full potential.
- Pupils' writing is sometimes spoilt by poor grammar, punctuation and spelling.

## Information about this inspection

- The inspectors observed 20 lessons and made several other short visits to lessons to observe teaching and learning.
- They scrutinised pupils' work, observed break times and listened to pupils read.
- Meetings were held with pupils, school staff, senior leaders, members of the governing body and a representative from the local authority.
- A number of documents were examined. They included the school's view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to behaviour, safety and safeguarding.
- Inspectors took account of 14 on the online questionnaire (Parent View) and analysed the school's own questionnaires. Several parents made their views known to the inspectors during the inspection.

## Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Hilary Ward

Additional Inspector

## Full report

### Information about this school

- Mallard Primary is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. However, the proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils eligible for the pupil premium funding is significantly higher than that found nationally. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A significant proportion of the teaching staff have changed since the previous inspection.

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

- Improve teaching from good to outstanding so that more pupils reach the higher levels in tests and assessments by:
  - ensuring all pupils have enough time in each lesson to complete their work to the best of their ability
  - ensuring most able pupils quickly move onto challenging work in lessons and do not have to waste time by sitting and waiting for other pupils to finish their work.
- Ensure pupils are helped to improve the spelling, punctuation and grammar in their writing by:
  - improving the teaching of grammar, punctuation and spelling so pupils systematically build on their skills and so avoid repeating the same errors
  - ensuring marking clearly highlights where errors have been made and that pupils have time to respond to the feedback given.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are below those expected for their age and some with particularly poor language and personal and social skills. They get off to a cracking start to their learning in the Early Years Foundation Stage. The very structured, well-organised approach to the curriculum and strong focus on developing children's communication skills helps many children make rapid progress in their early reading and writing skills, in particular.
- Most pupils go on to make good progress in Key Stage 1 and Key Stage 2. Standards are broadly average by the end of Year 6.
- The school is particularly good at getting pupils to the expected levels for their age. In 2013, the proportion of pupils reaching the expected level in mathematics, reading and writing was greater than that found nationally. The proportion reaching the higher levels in tests and assessments is generally close to the national picture.
- Pupils in Key Stage 1 have improved their knowledge of letters and the sounds they make and most pupils grow into confident, enthusiastic readers.
- The quality of pupils' writing is improving. Pupils have plenty of opportunities to talk about their work and sort out their ideas before they start writing. The school has worked successfully to identify topics and themes that interest the pupils and inspire them to write. Nevertheless, recurring errors in pupils' grammar, punctuation and spelling prevent some pupils doing as well as they could.
- Attainment in mathematics has risen. A strong focus on improving pupils' mental mathematics skills is paying dividends, as pupils are able to complete their work more quickly and with greater accuracy.
- The school strives to ensure different groups are able to do equally well and rigorously tackles discrimination. School leaders carefully explore the reasons why some pupils do not do as well as expected and then provide effective support to prevent pupils from falling behind in their learning.
- The school identified that the boys in some classes were not doing as well as the girls in reading and writing, although this is not the case in every class. The curriculum has subsequently been developed to interest the boys more and this is helping to reverse the trend. For example, greater access to electronic readers, work around themes such as 'scooters' and 'helicopters', as well as providing some boys with the chance to work in an 'all boy' group is motivating boys to try hard with their work.
- In this school the pupil premium funding is used well to support individual pupils. For example, the school realised that some pupils were not reading as widely as others in school and provided some individual and group support to resolve this. At the time of the previous inspection, the attainment of pupils in receipt of the additional funding was significantly lower than that of other pupils in school. However, their attainment has risen significantly and is now on a par with other pupils in school in all subjects. Indeed, the proportion of the pupils in receipt of the additional funding and attaining the expected level in reading, writing and mathematics is much higher than that found nationally among similar pupils.
- Disabled pupils and those with special educational needs make good progress. The school uses data well to identify those in need of support and regularly evaluates the impact of any support provided.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection. Most teaching is good and some is outstanding. However, the teaching in a minority of lessons still requires improvement.
- There is a calm, hard-working and purposeful atmosphere in classrooms. Relationships are

positive and pupils are keen to do well.

- Staff in the Early Years Foundation Stage ensure children get off to a rapid start by providing stimulating activities and well-focused support. This helps ensure children are well prepared for the move to Key Stage 1.
- The teaching of mathematics, reading and writing has improved. School leaders look carefully at the needs of pupils in each class and explore different ways of grouping pupils to help them learn best. For example, in some classes it is the pupils who are working at age-expected levels or above that work best together in a group, whereas in others it is those who are working below the expected levels.
- In one lesson, where learning was particularly effective, a class of boys were absolutely fascinated about their work on highwaymen. They decided for themselves how they could best find out about the key points of interest from the text, considered who they thought might have travelled by stagecoach and discussed the meaning of more complex words, such as 'ambush'. Their learning was really 'brought alive' as they enthusiastically explained that they were due to go on a trip the following week to see the cell where the highwayman, Dick Turpin, had been held prisoner!
- An emphasis on learning through talk caters well for most pupils and has helped improve the content of pupils' writing, in particular. However, the teaching of grammar, punctuation and spelling is not well organised. For example, too often pupils of differing abilities work on spellings at the same level, or are taught how to spell more complex words, while not accurately being able to spell more basic everyday words.
- Marking has become more consistent and helps pupils improve the content of their writing or their level of accuracy in mathematics calculations, for example. However, marking does not always clearly highlight where pupils have made mistakes in their spelling, grammar and punctuation and so some pupils do not write with technical accuracy and continually repeat the same errors in their writing.
- Pupils who are eligible for the pupil premium funding and those with special educational needs are able to make good or better progress because the school invests in specialist teachers and teaching assistants who are skilled in delivering the wide range of alternative teaching approaches which meet pupils' particular needs very well.
- Some teachers carefully check when pupils have fully grasped a new concept during a lesson and quickly move them onto more difficult work when they are ready. For example, in a mathematics lesson in Key Stage 2, the teacher realised that some of the most able pupils had understood their work on percentages. These pupils were swiftly given some more complex work to extend their knowledge and understanding further.
- However, in a few lessons most able pupils do not do as well as they could. For example, pupils are sometimes left doing work that is too easy or learning time is wasted when they are expected to sit and wait for short periods while other pupils in the class finish their work. As a result, pupils do not always have enough time to complete their work to the best of their ability.
- Many teaching assistants are used highly effectively. They make a strong contribution to pupils' learning and ensure pupils are safe, happy and well supported.

## **The behaviour and safety of pupils are good**

- The behaviour of pupils is good.
- Attitudes to learning are almost always good. Pupils are keen to contribute ideas in lessons. They try hard and persevere and most take great pride in the presentation of their work.
- Teachers manage pupils well and have high expectations for pupils' behaviour. The school has effective systems in place to reward pupils, who work hard and behave well. For example, pupils say they really feel proud when they receive a 'clever clogs coupon'.
- Good learning habits are reinforced well by adults in school. For example, it is a school policy to present pupils with stickers to praise them for being a 'good team player'.
- A small minority of pupils find it more difficult to manage their own behaviour. However, these

pupils are managed and supported very well and lessons are rarely disrupted.

- Break times are calm and activities are zoned, so making outdoor play purposeful.
- Pupils feel their views are listened to and that they have an important role to play in helping to make the school better. For example, some pupils decided it would be helpful if adults in school could wear high-visibility jackets when supervising the playground. This means that the adults could be easily seen by the younger pupils if they needed any support.
- Attendance has improved over the last few years and is now broadly average. The school is resolute in its efforts to further improve attendance.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves safe and know how to avoid unnecessary risks. They appreciate being able to talk to any adults if they are upset about anything.
- Incident logs are kept meticulously and all staff work hard to ensure pupils' health, safety and well-being are paramount.
- Pupils say that bullying is rare and that any concerns are dealt with well by adults in school. Pupils are helped to develop a good understanding of what constitutes different sorts of bullying and they know that bullying should never be tolerated. They understand the importance of having respect for others. Pupils were recently involved in a whole-school project and explored the need to have respect, tolerance and empathy for others.
- There have been some fixed-term exclusions in order to eradicate bullying as the school takes this very seriously.
- Fourteen parents, about 4% of the total number of parents, responded to the on-line questionnaire Parent View. Some of the parents who responded to Parent View expressed some concerns regarding the behaviour and safety of pupils, as well as other aspects of the school's work. However, the school's own parental questionnaires presented a much more positive view, as did the parents who made their views known to an inspector. All concerns were thoroughly explored during the inspection. The many pupils spoken with during the inspection said they feel safe in school. No evidence emerged during the inspection to indicate that the behaviour of pupils and the safety of pupils are not typically good.

## **The leadership and management** are good

- The headteacher is passionate about improving the school and providing the very best for pupils at Mallard. She has successfully developed the leadership skills of both senior and middle leaders and fostered a strong team approach.
- The continuous professional development of staff is given high priority and many members of staff are involved in additional training programmes of study, which directly benefit the pupils. For example, some research into developing the curriculum to help boys make faster progress is paying dividends in boys' improving literacy skills and their growing confidence in their work.
- Staff have embraced new initiatives and developments and the impact can be seen in many key areas. Pupils' progress has accelerated in all subjects. The school building has been developed to provide many quality spaces to learn and allow flexibility in groupings. Teaching has improved and pupils are better behaved.
- Pupils' progress is carefully checked so that actions can be taken quickly to help them catch up with others in the class if they start to fall behind.
- The leadership of provision for those pupils who are disabled or have special educational needs is good. There is a strong team approach. Staff work very closely together to get to know pupils' individual needs very well.
- Teachers' performance is well managed and is linked appropriately to decisions about pay progression. Expectations are high and weaker practice is robustly tackled. Teachers are now more accountable for the progress made by the pupils in their class.
- The curriculum is good and it is adapted well to meet the differing needs of pupils in each class. The school makes good use of the additional funding provided. Pupil premium funding is used to good effect through a range of focused support. The additional primary school sports funding is

being used to provide some specialist coaching and increasing numbers of pupils are involved in sporting competitions with other schools. Such activities are helping pupils improve their fitness levels and develop healthy lifestyles.

- The local authority has provided effective support since the previous inspection and considers the school has improved significantly.

■ **The governance of the school:**

- Governors have a clear view of the school’s strengths and areas in need of development. They have a clear view of pupils’ achievement and the quality of teaching. They are aware of the use of performance management to reward good teaching and where aspects of weaker practice have been tackled.
- Governors have provided a more robust challenge since the previous inspection. For example, governors check pupils benefit from the significant amount of pupil premium funding, as well as the recent expenditure on computerised tablets.
- Governors say they have found their involvement in meetings with the local authority very helpful. This has helped ensure they are well informed about the school’s effectiveness and not just reliant on feedback from the headteacher.
- Under the recently appointed Chair, the governing body is currently involved in a careful evaluation of its skills and effectiveness. Systems and procedures have become more efficient. More in-depth training is scheduled this term, as governors are focused on ensuring they become even more rigorous in their approach to help ensure the fast pace of school improvement continues.
- Governors ensure safeguarding procedures meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134235
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	430862

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	402
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Moseley
<b>Headteacher</b>	Theresa Siverns
<b>Date of previous school inspection</b>	25 April 2012
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