

Long Toft Primary School

Church Road, Stainforth, Doncaster, South Yorkshire DN7 5AB

Inspection dates	11–12 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The determination and focus of the headteacher have driven improvements in the quality of teaching and learning and improved pupils' outcomes.
- Teaching is good. Staff use assessment effectively to plan work that is well matched to pupils' needs ensuring pupils, including those eligible for pupil premium funding, make good progress.
- Leadership, teaching, learning and provision in the early years are good. As a result, children make good progress from their starting points.
- Leaders have an accurate understanding of the school's strengths and what needs to be improved. They have put in place effective actions to bring about improvements in their areas.
- Pupils' personal development and welfare are good. Pupils receive strong support which nurtures their development. They grow in confidence and become responsible learners.
- The school's pupil engagement team and parent support advisers provide very effective support for pupils and families. This high-quality support enables vulnerable pupils to succeed both socially and academically.
- Pupils behave well in lessons and around school. They value their time in school and attendance is good.
- Governors have a good understanding of the school's strengths and priorities for improvement. They provide effective challenge and support to leaders.

It is not yet an outstanding school because

- There is not enough outstanding teaching over time across the school. As a result, pupils' attainment and progress are not outstanding.
- Not enough pupils achieve the expected standards in spelling, punctuation and grammar by the end of Year 2 and Year 6.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching across the school to achieve outstanding outcomes by:
 - sharing the very strong practice which exists in the school to further develop the quality of teaching over time
 - improving pupils' grammar, spelling and punctuation skills and providing more opportunities for applying these in their other work
 - refine the recently introduced assessment systems to provide leaders and teachers with enhanced information about pupils' outcomes.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's ambition, focus and determination are bringing noticeable improvements across the school. Working alongside other leaders and governors she has promptly put in place the necessary actions to improve the school since the last inspection. Staff are well motivated to bring about these improvements. As a result, the quality of teaching and pupils' outcomes have improved.
- Senior leaders have a good understanding of the priorities in their areas of responsibility. They take effective action to improve the quality of teaching and improve pupils' personal development and welfare. Regular checking makes sure that their actions have a positive impact upon pupils' well-being and their learning.
- The leadership of provision for pupils who have special educational needs or disability is good. Well-planned provision in classrooms and additional interventions enable these pupils to make good progress. Effective links are made with specialist agencies to ensure these pupils' needs are accurately identified and the appropriate support is provided.
- English subject leaders have a good understanding of development priorities and have put in place actions to improve pupils' outcomes. For example, the introduction of an intervention to support pupils' phonics (the sounds that letters make) skills is showing early signs of improving the proportions of pupils who are now working at the expected standard. Work to address weaknesses in spelling, punctuation and grammar has also begun but it is too early to determine the impact of this development.
- The assistant headteacher provides effective leadership in mathematics and carefully checks on the impact of actions to develop the quality of teaching. Pupils, including the most able, are making improved progress and more pupils are reaching standards in line with the expectations for their age.
- The curriculum is well planned to meet the interests and needs of pupils. The school's focused approach on improving pupils' understanding in reading, writing and mathematics is paying dividends. Opportunities for learning in the outdoors and specialist music teaching are well used to widen pupils' learning experiences. The school's extensive extra-curricular opportunities enrich the curriculum. For example, breakfast and after-school clubs provide extended learning and social development opportunities for pupils.
- The school's assessment system is effectively linked to the curriculum. It has enabled teachers to gain a good understanding of the age-related expectations in the national curriculum. Senior leaders use the system effectively to track pupils' progress. However, the system is not yet fully meeting its purpose and senior leaders are reviewing how to bring further developments to the way the school records pupils' progress.
- Pupils are well prepared for life in modern Britain. Their wide range of roles and responsibilities around school, visits to a variety of places of faith, school council, friendship ambassadors and the Eco council are some examples of how the school develops pupils' citizenship.
- Well-targeted training, support and coaching are effectively used to improve the quality of teaching. Staff new to the school are thoroughly supported. This brings a consistency of approach to the quality of teaching across the school.
- Systems to manage staff performance are thorough. Careful checks on staff performance are completed by the headteacher and senior leaders. This information is used to provide governors with a clear overview of staff performance. Where any teaching is found to be less than good, prompt action is taken to successfully address this.
- The pupil premium funding is spent to good effect. The headteacher and governors carefully check the progress of pupils entitled to pupil premium funding. As a result, these pupils show good progress in English and mathematics, high levels of attendance and, where required, they receive additional support to meet their personal and social development needs.
- The additional funding for sport and physical education is used effectively to increase the opportunities pupils have to enjoy physical activities, understand healthy eating and participate in competitive sport. This is providing pupils with access to a wider range of sports, increasing participation, raising their self-confidence and helping them to understand how to adopt healthy lifestyles.
- The school has benefited from local authority support which has helped improve early years provision and sharpen the challenge provided by governors.

■ The governance of the school

- The school has taken innovative steps to recruit and retain an effective group of governors. They have responded well to training provided by a national leader for governance and by the local authority. Governors have a good understanding of the school's strengths and areas for development. This is because they use a range of approaches, including talking to pupils, to check the information provided to them by school leaders. Consequently, governors provide good challenge and support to school leaders.
- Monitoring of the pupil premium funding by governors is effective and governors have a clear focus upon how this funding is improving outcomes for pupils. As a result, this funding is well targeted to meet the needs of pupils.
- Effective systems are in place for the performance management of the headteacher and staff. Pay progression is appropriately linked to teachers' performance.
- The arrangements for safeguarding are effective. Strong, robust systems and practice are in place. The school's pupil engagement team know the needs of vulnerable pupils well and provide exceptional support for these pupils and their families. Staff and governors receive regular and appropriate training. For example, training on how to deal with extremism and radicalisation has improved staff skills. The school is prompt, timely and has a determined focus on reporting all safeguarding concerns.

Quality of teaching, learning and assessment is good

- The quality of teaching is good, with some examples of very strong practice. This is why pupils are making good progress.
- Very positive relationships between staff and pupils create a highly constructive learning atmosphere in lessons. Teachers set high expectations for pupils' conduct, presentation and use of the time available. As a result, pupils work hard and produce work of a good quality.
- Teachers' good subject knowledge is evident in the quality of their explanations and the way they model learning for pupils. This helps pupils to quickly grasp key learning and provides effective frameworks to structure their responses in lessons.
- Teachers make good use of regular assessments to plan lessons which are largely well matched to the needs of pupils. However, on some occasions, opportunities to develop pupils' spelling, punctuation and grammar are not fully developed.
- Teaching assistants develop pupils' learning well through both guidance in lessons and targeted interventions. They have a good understanding of what is to be taught and of pupils' individual needs. Their help for pupils who have special educational needs or disability ensures that these pupils are well supported in lessons and at social times.
- Teachers consistently follow the school's marking policy. The use of 'polishing sheets' encourages pupils to reflect on their learning and improve their responses. This is working well to improve pupils' learning in writing and particularly mathematics.
- A well-structured approach to the teaching of phonics is adopted across the school. This is ensuring good continuity of in the development of reading skills from early years and through key stage 1. Carefully targeted intervention is in place to support pupils where they need help to reach the expected standards in phonics.
- Pupils read well and enjoy reading both in and out of school. Quality texts are well used by teachers to stimulate pupils' learning across a range of curriculum areas. As a result, pupils can readily identify their favourite authors and value the importance of reading well.
- Opportunities to apply writing and mathematics skills across science and topic work are well used to reinforce pupils' learning in these subjects.
- Teachers set appropriate homework to support learning. Regular learning of spellings, reading and mathematics skills support pupils' progress in English and mathematics. More open-ended projects, such as 'make a habitat for your Bog Baby', are well matched to the school's curriculum and pupils' interests. This encourages pupils to become independent learners.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good and is a real strength of the school.
- Pupils are self-confident and prepared to put forward their views in a thoughtful and respectful way. They sensibly listen to the ideas of other pupils. For example, regular 'circle time' where pupils engage in mature discussions encourages pupils to consider the thoughts, ideas and feelings of others. Consequently, pupils' listening skills, care and understanding for others are well developed.
- Pupils develop a good understanding of how to be a successful learner. This is because teachers provide them with clear targets for improvement and regular feedback on their achievements. Opportunities to select activities which will move their learning forward encourage pupils to challenge their learning.
- Pupils' physical and emotional needs are well met by the school's curriculum. Very effective support is provided for more vulnerable pupils and their families by the school's pupil engagement team.
- Pupils know how to keep themselves safe, including when online. They understand the different forms of bullying and confirm that they are confident that bullying incidents will be dealt with appropriately by staff. The school's records show that the rare incidents of bullying, including any racist bullying, are followed up thoroughly.
- Leaders make appropriate use of alternative provision when the need arises. The school's pupil engagement team make every effort to check that this provision has a positive impact upon the personal development, behaviour and welfare of pupils who attend such provision. Well-planned arrangements are put in place to ensure successful transition back into school for pupils returning from this provision.

Behaviour

- The behaviour of pupils is good. Pupils are courteous, polite and show respect to one another, adults and visitors. In lessons, pupils work hard, cooperate well in groups and are keen to share their learning with others.
- During playtimes and lunchtimes, pupils are well behaved and engage in lively games or quieter sociable activities. Well-considered support such as 'friendship ambassadors' and 'buddy benches' are there to support any pupils with friendship concerns.
- Opportunities such as 'Chef School' provide pupils with a good understanding of the world of work. As a result, these pupils' self-esteem, communication capabilities and life skills are well developed.
- Rates of attendance are above the national average. Pupils are keen to come to school and know that regular attendance and good punctuality support their learning. The school has strong systems to maintain high levels of attendance and to identify the support required for any pupils who show signs of poor attendance.

Outcomes for pupils are good

- Outcomes for pupils are good because pupils' progress from their starting points is good across the school. Where pupils are currently working below the standards expected for their age, they are catching up quickly.
- Children's outcomes in the early years improved substantially in 2015. Current information shows that children in early years are making good progress in reading, writing and number.
- Effective action has been taken to address the dip in the proportions of pupils achieving the expected standard in phonics by the end of Year 1. Targeted interventions have improved pupils' progress in phonics. The proportion of Year 1 pupils who are on track to reach the expected standard is now more in line with that found nationally.
- In 2015, pupils' attainment by the end of Year 2 improved significantly. As a result, pupils' attainment was very similar to that found nationally in reading, writing and mathematics.
- Since the last inspection pupils' attainment by the end of Year 6 has improved and is now much closer to national averages. This is because pupils' progress has improved particularly in reading and mathematics.
- Progress made by pupils entitled to pupil premium funding is good across the school. By the end of Year 6, pupils' progress from their starting points was at least as expected and in many cases better than expected in mathematics and writing.

- Pupils who have special educational needs or disability make good progress from their starting points. This is because the school carefully reviews the support required for these pupils. Effective provision plans identify their specific learning needs and appropriate interventions are in place to ensure these pupils achieve well.
- In 2015, the proportion of pupils reaching the higher standards in mathematics was well below that found nationally. Progress for the most-able pupils is now good and this is improving the proportions of pupils who are working at the higher expectations for their age in reading, writing and mathematics.
- Progress and attainment in spelling, punctuation and grammar in Year 2 and Year 6 are not strong enough. The school has put in place approaches to improve this, but it is too early to determine their impact.
- Increasing proportions of Year 6 pupils are well prepared for starting secondary school as their improved progress is helping them to achieve better in English and mathematics.

Early years provision

is good

- Children start in the early years with skills and abilities that are generally well below those typical for their age. From their starting points, children make at least good progress and some are making rapid progress. In 2015, the proportion of children reaching a good level of development improved considerably and was close to that found nationally. Consequently, increasing proportions of children are well prepared to start Year 1.
- Children learn successfully in a well-organised, vibrant indoor and outdoor environment. This inspires their interests and encourages them to be active learners. For example, some children worked in the train station, selling tickets, talking on the telephone and repairing the train. This helped develop their communication, cooperation and creative skills.
- The quality of teaching is good. The strong teaching across the Nursery and Reception classes provides an effective balance of teacher-led activities and opportunities for children to explore and learn by themselves. Opportunities to practise and reinforce reading, writing and number work are particularly well developed in the Reception class. Staff use questioning effectively to strengthen and develop children's learning.
- Early years leadership is good. The recently appointed leader has a clear understanding of the strengths and areas for development in the early years. Well-planned developments to provision and support to improve the quality of teaching are considerably improving children's outcomes. The early years leader attends regular meetings to check the accuracy of assessment judgements. This ensures the school has robust assessment information.
- Progress for children supported by early years pupil premium is good. Children's assessment information indicates a closing gap between their outcomes and those of other children by the end of Reception. The early years pupil premium funding has been appropriately targeted to provide training and resources to improve children's communication, phonics and writing skills. However, the creation of a more formalised plan would allow for better checking and accountability for the impact of these actions.
- Early years staff work well with parents. Well-established systems promote communication between the school and parents. Training for parents, which now begins before children enter Nursery, helps to provide support and guidance on how they can help their child make good progress in school. Parents are involved with assessments of their children's progress, for example by the use of WOW moment cards. Parents are very positive about the support provided by early years staff.
- There are good partnerships with other professionals. This helps the school promptly address children's developmental or special educational needs.
- Children feel safe and secure. Safety is paramount to staff, and children are well supervised in safe, secure classrooms and outside learning areas. Safeguarding is effective and all welfare requirements are met.

School details

Unique reference number	133637
Local authority	Doncaster
Inspection number	10012064

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Genny Bradley
Headteacher	Alison Buxton
Telephone number	01302 841246
Website	www.longtoft-doncaster.co.uk
Email address	admin@longtoft.doncaster.sch.uk
Date of previous inspection	24–25 June 2014

Information about this school

- The school is larger than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils eligible for the pupil premium funding is well above average. (Pupil premium is the funding the school receives for pupils known to be eligible for free school meals and those looked after by the local authority.)
- The proportion of pupils who have special educational needs or disability support or with an education, health and care plan is the same as that found nationally.
- There is a breakfast club and after-school club run by the school on the site.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed parts of 22 lessons. The headteacher and senior leaders joined the inspectors for six of the observations in lessons during the inspection.
- The inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and during lunchtime.
- The inspectors scrutinised pupils' work in their books and in the learning journals of children in the early years. School leaders joined the inspectors for this part of the inspection.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders for English and mathematics, as well as the special educational needs coordinator. The lead inspector met with the chair of the governing board and held a meeting with a representative from the local authority.
- A group of pupils discussed their opinions of the school, their attitudes and their learning with an inspector. An inspector listened to a total of six key stage 1 and key stage 2 pupils read.
- Inspectors took account of the 14 written responses to Ofsted's online parent survey, Parent View. Inspectors held discussions with parents at the end of the school day. An inspector met with a small group of parents of children in the early years.
- The lead inspector considered the 18 staff questionnaire responses received and the eight responses to the pupils' questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, pupils' outcomes information, the school's evaluation of its own performance and development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

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