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Mr John Birch
Misson Primary School
Dame Lane
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Dear Mr Birch

Short inspection of Misson Primary School

Following my visit to the school on 6 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Misson Primary is a friendly school where pupils enjoy their learning.

Members of the senior leadership team are committed to doing the best they can for the pupils and each other. They say 'we are all responsible' for ensuring pupils' pastoral care and academic progress. Consequently, most pupils make good progress from their individual starting points and are well prepared for their next stage in education. Parents and carers are supportive of the school and say the staff are approachable and create 'a welcoming atmosphere where children feel safe and want to attend.'

Pupils take part in a range of sporting activities. Most of the key stage 2 pupils attend after-school clubs. The school makes every effort to ensure that pupils are included in school teams, so they can enjoy friendly competition with other schools. Pupils also told me of the many visitors to the school, and how they benefit from off-site visits to extend their learning. For example, they said their visit to the Holocaust Centre helped them to understand more about how people can be persecuted for their religion. Their experience also taught them how important it is to be tolerant of others, saying, 'We respect people for who they are.'

The previous inspection report asked you to improve outcomes in mathematics and ensure that there is more challenge for the most able pupils. Pupils' work shows that they are confident in their number skills and have frequent opportunities to

work at greater depth. They develop their reasoning skills effectively and apply their knowledge to solve problems. As a result, outcomes in mathematics have improved.

Your school improvement plan identifies the need to improve communication with parents. This was reflected in parents' comments to me during the inspection and in the responses to Ofsted's online survey, Parent View. You have a number of plans in place to further this work to share information more effectively, as well as using the school's social media platform to inform parents.

Safeguarding is effective.

Staff know the pupils well and are vigilant in ensuring their well-being. They respond to minor concerns and provide appropriate support, for example through attendance at the nurture group. As a result, major concerns are rare and there are few recorded incidents of poor behaviour.

Most pupils have good attendance. However, there is a small proportion of pupils who do not attend as regularly and their attendance is considerably below average. You are working with the families to reduce the number of absences.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Staff receive training to ensure they are up to date with the most recent guidance and requirements. Procedures for raising concerns are well understood by staff.

Where concerns have been raised, detailed records are kept. These are effective in showing how issues have been followed up and what action has been taken. Minor incidents are also recorded, but you have acknowledged that there are some inconsistencies in the recording. You are introducing a new system that will ensure a more consistent approach to record-keeping.

Inspection findings

- Teaching is effective throughout the school. Pupils are engaged in their learning and show both enthusiasm and motivation to do well. Pupils are eager to participate in class or group discussions and listen respectfully to the views and ideas of others. Teachers use effective questioning to check understanding and to introduce additional challenge. Pupils are encouraged to check their own work and look for ways to improve it, using checklists and success criteria to help them review their work. As a result, pupils work with growing independence and confidence. They are clear about expectations from an early age; for example, two children in the early years class told me, 'we have to write four sentences about dinosaurs' and went on to explain what they had learned about different types of dinosaur. Sometimes, however, younger pupils are not routinely supported to develop self-checking skills and the pace of learning slows.
- Teachers ensure that learning is tailored to pupils' needs. Pupils' work is assessed regularly against their individual targets. Teachers meet to discuss next steps in learning and check that pupils are not falling behind. Support is provided for

pupils who need to increase their rates of progress. Pupils who have special educational needs and/or disabilities are well supported by teaching assistants. The most able pupils are challenged through extension activities, as well as more complex tasks. For example, Year 2 pupils explained that they had to use certain suffixes in their writing, as well as conjunctions. Teachers are responsive to pupils' needs as they change, and are able to adapt tasks quickly to ensure that a brisk pace of learning is maintained.

- Pupils enjoy reading and were enthusiastic when they told me about some of the books they have read; one said, 'It's a great book!' They are receptive to the recommendations of others. Pupils read accurately and have good comprehension skills, using the text to find examples to illustrate or justify their comments. Pupils apply their reading skills in a range of contexts; for example, in Years 3 and 4, pupils were identifying formal and informal language in reports on 'snowy Britain'.
- Pupils talk confidently about their learning. For example, pupils in Years 5 and 6 explained how they would structure their writing to present a balanced argument about school uniform. They showed a good understanding of the different features they could use to strengthen their arguments. Pupils' books show that good progress is made over time.
- By the end of key stage 1, the majority of pupils achieve standards expected for their age, though the proportion achieving greater depth varies. By the end of key stage 2, attainment is high and the proportion of pupils who exceed the expected standard in reading, writing and mathematics is above average.
- During the inspection I found that the school's website was not functioning properly and, therefore, did not meet requirements.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the school's website is functional and meets all requirements for publication
- systems for recording concerns and incidents are consistent and suitably detailed, including how they are followed up and resolved
- improvements are made to the ways in which the school communicates with parents
- there is greater consistency in the proportion of pupils in key stage 1 achieving the expected standard and greater depth in reading, writing and mathematics.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Salt
Ofsted Inspector

Information about the inspection

During the inspection I carried out a learning walk with you, visiting all classes. I reviewed pupils' books and assessment information to consider the standard of work and the rates of progress. I talked to groups of pupils at different times of the day and listened to a number of pupils read.

I held meetings with you, the deputy headteacher and some members of staff to discuss different aspects of the school's work. I also met with members of the governing body.

I reviewed a range of the school's documentation, including policies, safeguarding records and your school improvement plan. I took into account 12 responses on Parent View, Ofsted's online questionnaire. Nine members of staff and 17 pupils responded to Ofsted's online surveys.