

Owston Park Primary

Lodge Road, Skellow, Doncaster, South Yorkshire DN6 8PU

Inspection dates

16–17 May 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' attainment is not high enough in reading and writing. This is the case for different groups of pupils, including disadvantaged and most-able pupils.
- In key stages 1 and 2, teaching is not consistently good enough in reading and writing. Teachers' use of assessment information to plan learning is inconsistent. As a result, the needs of some groups of pupils are not met well enough. Early years teaching is good.
- Teachers do not offer pupils the chance to write at length frequently enough. This inhibits their progress in developing their skills in this area.
- In science, history and geography, work does not challenge pupils enough. In these subjects, there are not enough opportunities for pupils to reinforce reading, writing and mathematics skills.
- Teachers and other adults do not always promote high enough expectations regarding pupils' oral communication.
- Attendance of pupils is low. This is often because parents take their children out of school to go on holiday.
- At times, teaching assistants are not well used by teachers to support pupils' learning effectively.

The school has the following strengths

- Leaders have taken effective action to make necessary improvements in teaching. As a result, teaching is improving.
- The early years provision is strong because of good leadership and consistently strong teaching.
- The teaching of phonics and mathematics is effective and outcomes in these areas are good.
- Assessment processes are now accurate, thanks to more robust monitoring of pupils' work.
- Pupils who have special educational needs (SEN) and/or disabilities are well served in school and make good progress from their starting points.
- Pupils' personal development, behaviour and welfare are good. Pupils conduct themselves well at all times, show positive attitudes to learning and are respectful.
- Governors understand the school well and are contributing to improvements.
- Arrangements to keep pupils safe are effective.

Full report

What does the school need to do to improve further?

- Improve teaching, and therefore further improve the attainment and progress of different groups of pupils, especially the most able pupils and those who are disadvantaged, by ensuring that:
 - pupils are consistently well challenged in their reading and writing activities, so that pupils across all classes can acquire skills in these areas rapidly
 - pupils are consistently given opportunities to write at length so that they build up their stamina for writing, and regularly practise and develop their use of a wide range of vocabulary, English grammar, punctuation and spelling
 - learning taking place in science, history and geography provides pupils with opportunities to regularly reinforce their reading, writing and mathematics skills and that the work is challenging enough for different groups of pupils
 - all teachers use assessment information to plan activities across all areas of the curriculum which meet different groups of pupils' needs closely
 - teachers and other adults, including those in the early years setting, promote high expectations and regular opportunities to develop pupils' oral communication skills
 - all teaching assistants are well trained and well deployed by teachers so that they can support pupils' learning positively and effectively.
- Improve the attendance of pupils further, by:
 - continuing to work with parents so that they understand the importance of their child attending school regularly and, especially, avoid taking holidays during term time.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and other leaders have worked effectively to halt the decline in teaching and outcomes seen in recent years. The headteacher has been proactive in developing senior and middle leaders so that they are accurate in their checks on teaching quality and can act on the findings from those checks.
- Monitoring is robust, regular and accurate. When checks are made, leaders use the information to provide bespoke training to teachers and set action plans where teaching needs to improve. Action plans are also monitored and teachers are held to account for the progress they make against these. Such rigour has led to improvements in teaching. It has also meant the weakest teaching has been eradicated.
- While there is still some teaching that is inconsistent and not good enough, leaders continue to work with colleagues and support their improvement. The appraisal system has supported this. Teachers are set challenging targets, related to the appropriate stage in their career. They are also offered a wide range of training to support them in meeting targets. The system quickly identifies where teachers are not meeting the necessary standards and not supporting rapid progress for pupils. Leaders now act on these findings, which means that teaching is now improving.
- The assessment system has changed this year and is now much more effective in quickly identifying underachievement of groups of pupils. Leaders rigorously check the accuracy of teachers' assessment of pupils and then use the information to provide extra support for pupils where necessary. The system is relatively new to the school and, currently, where teaching is inconsistent, teachers are not using the pupil information they have precisely enough to ensure they plan activities that closely match pupils' needs.
- The leadership of pupils who have SEN and/or disabilities is good. These pupils' needs are understood by leaders, who disseminate information and provide strategies to support teaching. There is also specialist provision which many pupils with SEN and/or disabilities access for support with their work or to help them cope with school life and to manage their behaviour.
- Pupils premium funding has been used in various ways. It has had some positive impact on disadvantaged pupils' behaviour and improving their attendance in recent months. Funding has provided these pupils with the chance to go on school trips, and to access sports clubs and the breakfast club. This has all ensured that disadvantaged pupils access an enriched curriculum which engages them and supports their understanding of the world around them.
- Pupil premium funding is also spent on bespoke intervention programmes which the school runs to overcome underachievement among disadvantaged pupils. This work has led to increased attainment and progress for these pupils, although there are still gaps between these pupils and other pupils nationally because some teaching is not strong enough.

- The curriculum is broad and balanced. However, some aspects lack depth. Science, geography and history are not well taught throughout the school. Largely, this is because work is not challenging and because key skills are not drawn into the learning enough. For example, teachers miss opportunities to link science learning to mathematics. As a result, opportunities are missed to develop pupils' numeracy skills in a wider range of contexts.
- Art, music and physical education (PE) are well taught. Pupils are challenged and are highly engaged in their learning. They learn key skills and develop a strong understanding in and enjoyment of these subjects. Linked to this is the school's effective use of PE funding. Leaders have largely used the premium to fund better equipment for breaktimes, and to employ a specialist PE teacher, who delivers much of the PE curriculum. Pupils are highly engaged in lessons and are keen to participate in after-school sports as well. Recently, this has led to participation, and success, in local sporting tournaments.
- The curriculum also enhances pupils' spiritual, moral, social and cultural development. This is further supported by the focus on British values, which lie at the centre of the school's curriculum and approach to managing behaviour. Pupils have a good understanding of different faiths and cultures, and understand the importance of tolerance and respect. This is manifested in their strong conduct and the positive relationships between different groups of pupils, and between adults and pupils.
- Some parents do not have a positive view of the school. Those who shared their concerns reported that when they raise issues with leaders, these are ignored and problems are not resolved. However, inspection findings would indicate that leaders investigate concerns thoroughly and use external agencies, where they feel they need an independent view on a school matter. Despite this, some parents remain unhappy about the school's work to support them. The majority of parents, however, believe the school deals with concerns they raise effectively and are confident their children are safe, happy and make good progress.
- The local authority has been effective in its support of the school. Following some years of decline, it has worked with the headteacher to improve the capacity and effectiveness of the leaders in school. The school has also sought support from a local trust, which have helped the school in developing the assessment systems, as well as English and mathematics training for teachers.

Governance of the school

- Governors are effective in their roles. They have clear systems for checking the information they are given by leaders. They have supported the headteacher in her work to improve leadership and, therefore, teaching and outcomes. They have been open to support from a local trust and to making improvements in their own work.
- Governors ensure that all staff, as well as governors, are trained in key areas so that pupils are safe and safeguarded when in school. They understand their responsibilities in this area and, as such, adhere to legal requirements.
- In addition, governors have supported the rigorous systems in place to appraise the work of staff in the school, making sure all adults are accountable for the progress pupils make and are well supported by leaders.

Safeguarding

- The arrangements for safeguarding are effective. Checks are made on all employees and visitors to the school. This includes checks made on staff members' qualifications, as well as their suitability for working with children.
- Staff are trained in how to keep children safe. They know what to do and who to speak to if a child is at risk. They also know what to do if a child discloses a concern to them about their safety.
- Leaders and governors regularly review policies and protocols to make sure they are in line with legal requirements, are fit for purpose and support pupils' safety. Policies are easily accessible to pupils, parents and staff.
- The school works with the local authority and a range of external agencies to support pupils who are vulnerable. These links also ensure the school can engage support for whole families where a child's safety is a concern.
- Pupils and parents also know what to do if they have a concern about pupils' safety. There is a range of information available to parents and pupils, and there are identified people in school they know to go to if they are worried.

Quality of teaching, learning and assessment

Requires improvement

- In key stages 1 and 2, teaching is inconsistent and, therefore, in a number of classes, teaching does not meet the needs of different groups of pupils. This is particularly the case in reading and writing, where work can be too easy, slowing pupils' progress in these important areas.
- Pupils do not write at length regularly enough. This means they do not develop stamina in their writing and are not given time to work independently on their writing. In turn, this means that their English grammar, punctuation and spelling skills are not practised and this inhibits the progress they make and the standard they reach in writing.
- In science, history and geography, work is too easy and opportunities to reinforce reading, writing and mathematics are missed. Usually, this means that learning lacks depth and that the most able pupils, in particular, are not given the chance to move their learning on rapidly or be challenged sufficiently.
- The teaching of disadvantaged pupils is variable. These pupils' attainment is improving. Leaders' better use of assessment information to provide extra support, when needed, is contributing to this. However, where teaching is not good enough, these pupils' needs are not closely met and the gaps in attainment and progress are not diminishing quickly enough.
- Work in pupils' books demonstrates improvements in teaching, particularly so in mathematics. Pupils are provided with work that challenges them and pushes them. Pupils practise key skills regularly and then apply and use these skills in a range of problem-solving activities. Furthermore, despite the need for further improvement,

reading and writing teaching has also improved this year, and attainment is steadily rising.

- Phonics is well taught. This is the case in the early years and in key stage 1. Adults' assessment of these pupils' knowledge of phonics, and of the gaps in their learning, is thorough and information is used to group pupils, based on pupils' needs. This has led to a very high proportion of pupils passing the check at the end of Year 1, so that pupils are ready to read from an early age.
- Assessment has improved significantly this year. It is accurate and shows any underachievement clearly. This has led to better support for pupils who need extra help to boost their learning and to fill any gaps in their knowledge.
- The new assessment systems have supported improvements seen in teaching. Many teachers are starting to provide work that is more suited to different groups of pupils' needs, which is why attainment and progress are getting stronger. However, some teachers' use of assessment is not precise enough, meaning that, even where any underachievement is identified, they do not plan activities to overcome these issues. This is seen predominantly in reading and writing, and especially in science, history and geography.
- Teachers' questioning is variable. At times, questioning is very skilled and pushes pupils to provide fulsome answers, giving reasons for their answers and using full sentences. However, this is not always the case. Too often, teachers ask insightful questions but do not ensure pupils give full answers. Over time, pupils have become used to giving a very short, unrefined answer to which teachers then add detail and explain. This does not support pupils' oral communication skills. It also means teachers do not take the opportunity to gauge the depth of pupils' understanding. Typically, this occurs less in mathematics lessons, where teachers challenge pupils well.
- Different adults do not always model good spoken English to pupils. They use slang terminology or do not use full words when speaking to the pupils. The pupils replicate this at times, which limits their development in oral communication.
- The quality of teaching assistants is variable. Typically, they work with different groups of pupils. Some take the initiative well and understand the needs of different pupils well. However, too often, teaching assistants are not effective in their work because they are not well deployed by teachers.
- Despite the lack of challenge at times, pupils always want to participate in lessons, and show great enthusiasm for their learning. They want to do well, and work in books shows that they present their work neatly and always complete their work.
- Teaching of pupils who have SEN and/or disabilities is good. These pupils' needs are wide-ranging and well understood by leaders, who support teachers well with extra resources and training on strategies to support these pupils. The work of the school is enhanced further by a specialist area they have recently developed. This is used to support pupils who have SEN and/or disabilities in various ways. It can be used to reinforce learning from class, or to help pupils cope and manage their feelings and behaviour.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe and feel safe. They can also articulate why they feel safe and report that they feel well cared for by adults. Pupils report that there is always someone they can talk to if they have a question or a worry.
- Bullying is rare and pupils report that any matters are dealt with quickly, so they do not persist. This helps them to feel safe. They report that there is also a lot of work done in school to help pupils resolve differences.
- Largely, parents believe their children are safe and well cared for. Some parents are concerned that, if they report an issue, leaders do not deal with the matter seriously. However, pupils and most parents do not agree with this. The school's records on behaviour and, in particular, bullying show that the school investigates concerns in detail and works hard to resolve issues quickly and effectively.
- Pupils know how to keep themselves safe when using the internet. They have regular events and lessons which teach them how to avoid the potential dangers of using the internet. They also know what to do if they need to report a concern. In addition, the school provides events so pupils know how to keep themselves safe at home, for example when riding their bike or crossing the road.
- Pupils have access to a strong PE curriculum, which not only engages them in regular physical activity, but also supports their understanding of how to eat healthily and which foods they should not eat too often. This is further supported by the school dinners, which are healthy and tasty; the large majority of pupils choose to eat school dinners.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well. This is the case during lessons and around school. There are well-established routines that the pupils understand and value. This means, as they move around the school, they do so calmly and purposefully. This creates a safe and happy environment, and also means pupils do not waste learning time.
- In class, pupils demonstrate positive attitudes to learning. They are confident to participate in discussions, and work hard to present their work neatly. At times, teachers do not take advantage of these positive attitudes.
- Attendance is low and this is especially the case for disadvantaged pupils. A higher than average proportion of pupils are absent persistently. A disproportionate amount of absence is due to parents removing their children to take them on holiday during term time. The school acts robustly to discourage parents from doing this. This action has led to improvements in different groups' attendance and a reduction in the number of pupils who are persistently absent.

Outcomes for pupils

Requires improvement

- In key stages 1 and 2, pupils do not make good enough progress in reading and writing. This had led to lower than average attainment and weaker progress in recent years, which is still the case for some groups of pupils currently.
- Pupils' progress and attainment in science, history and geography are also not strong enough. This is because work is too easy and pupils do not get enough opportunities to reinforce their key skills.
- Disadvantaged pupils do not make good enough progress. In recent years, this has led to weaker attainment. This year, attainment and progress have improved to an extent, for example in mathematics. However, gaps in the attainment of these pupils, compared to other pupils nationally, are still too wide.
- The most able pupils' progress is not rapid enough. This means that too few of them reach the higher levels of attainment of which they are capable. This is because work does not meet their needs closely enough, and is often too easy.
- Outcomes in phonics are good because there are strong systems in place to identify any gaps in pupils' learning and then support is provided to overcome any issues.
- Progress and attainment in mathematics have improved significantly this year and pupils are now doing well in this subject. Work is challenging and pupils practise their skills regularly. They also use and apply their skills in various ways to ensure learning is secure.
- The outcomes of pupils who have SEN and/or disabilities are good. From their starting points, these pupils make good progress, and this means their attainment improves well over time. The school's work to overcome these pupils' barriers helps these pupils to do well.

Early years provision

Good

- Children enter Nursery with levels of development which are below those typically expected for their age. From these low starting points, children make good progress.
- The attainment of children across all areas of development, including reading, writing and mathematics, has increased consistently and significantly since the last inspection. This now means that a high proportion of children leave Reception with a good level of development.
- There is strong provision in place to help children make good progress. This is the case for different groups of children, including disadvantaged pupils and those who have SEN and/or disabilities.
- The leadership of the setting is good. Leaders have a clear understanding of the strengths and areas for development. This is due to rigorous checks on the teaching and impact of teaching assistants, as well as on children's progress. Such rigour means that leaders are able to make adjustments and improvements, as necessary.
- At times, the teaching assistants are not well deployed or guided by leaders and teachers, and do not always take the initiative in supporting children. They miss

opportunities to develop children's oral skills and to model good English with them. Teachers support oral development skilfully.

- Planning of activities comes from close and regular assessment of children which is accurate. Therefore, teaching meets different groups of children's needs well. This includes most able children, disadvantaged children, and those who have SEN and/or disabilities.
- Phonics is well taught and done so on a regular and systematic basis, ensuring children acquire their phonics skills quickly and securely.
- The environment is well planned, stimulating and vibrant, providing interesting and varied activities. As a result, children have very positive attitudes to learning and this helps them to progress rapidly. Activities also challenge children to access resources themselves, helping them to become more independent in their learning.
- There are lots of opportunities indoors and outdoors for children to develop their reading, writing and mathematics skills. This includes the problem-solving areas where children practise their reasoning and investigative skills. For example, in role play, children pay for their own milk using mathematics resources to help them count out the correct number of coins.
- Transition at different points is managed very well, with children moving on to their next stage of learning smoothly. Parents are particularly appreciative of this, as it means children settle quickly. Due to the good progress they make during Nursery and Reception, the children are well prepared for learning in Year 1.
- Safeguarding in the early years is effective and the legal welfare requirements are in place and met appropriately.

School details

Unique reference number	134538
Local authority	Doncaster
Inspection number	10047506

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	455
Appropriate authority	Local authority
Chair	Susan Williams
Headteacher	Victoria Stinson
Telephone number	01302 722271
Website	www.owston.doncaster.sch.uk/
Email address	admin@owston.doncaster.sch.uk
Date of previous inspection	12–13 March 2014

Information about this school

- Most pupils are White British. The proportion of pupils who are from minority ethnic groups or who speak English as an additional language is well below average.
- A higher than average proportion of pupils are disadvantaged.
- The proportion of pupils who have SEN and/or disabilities is average. The proportion of pupils who have an education, health and care plan is below average.
- Pupils start in the school in the Nursery on a part-time basis and the move into Reception class on a full-time basis.
- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons and scrutinised work in pupils' books.
- Inspectors observed and spoke with pupils during lessons and at breaktime. They also met formally with two groups of pupils from Year 1 to Year 6.
- Inspectors heard pupils read from Year 2 and Year 6.
- Inspectors observed pupils during assembly.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority.
- Inspectors scrutinised a range of documents, including the school's arrangements for safeguarding, performance management procedures, leaders' monitoring documentation, leaders' reports to governors and pupils' attendance and behaviour information. They also looked at the school's assessment information showing pupils' attainment and progress.
- The inspectors considered the views of parents through the 57 responses to Ofsted's online questionnaire, Parent View. They also spoke to a range of parents as they brought their children to school. They took into account the 57 parent responses to the online questionnaire.

Inspection team

Fiona McNally, lead inspector	Ofsted Inspector
Dave Brown	Ofsted Inspector
Janis Warren	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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