

Inspection of Misterton Primary and Nursery School

Groveswood Road, Misterton, Doncaster, South Yorkshire DN10 4EH

Inspection dates: 15 and 16 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

There are high expectations of pupils at Misterton Primary and Nursery School. Pupils work hard to meet these expectations in their lessons and at social times. There are positive relationships between pupils and the adults in school. Pupils want to do well. When teachers are pleased with pupils' behaviour and attitudes to learning they tell pupils 'You have filled my bucket.' Pupils delight in this praise.

Pupils feel safe in school. They know that the adults care about them. They are confident to ask an adult for help if they have any concerns, including bullying. Pupils know that adults will listen to their worries and sort it out quickly.

Leaders have prioritised pupils' mental health and well-being. 'Well-being Wednesday' is an important part of every school week. Pupils are taught how to manage their feelings when they feel stressed or angry. Pupils who are upset can spend time with George the school dog. Leaders have created a calm and welcoming learning environment, which is appreciated by the school community, including the vast majority of parents. One parent summed this up: 'My child has been encouraged to achieve their own individual potential in a nurturing environment.'

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that is ambitious for all pupils. Subject plans identify the key knowledge that pupils need to learn from the early years to Year 6. Plans identify how pupils' knowledge will build over time as increasingly more complex concepts are introduced. In the early years, children use a range of media to make marks as part of the art and design curriculum. By Year 4, pupils know how drawing materials can be layered to create different effects. However, the curriculum is very new. Leaders have not been able to fully evaluate how successful it is in enabling pupils to know and remember more.

Teachers have good subject knowledge. They explain new learning to pupils clearly. They check that pupils remember prior learning. They provide extra help for pupils who need further support to secure their understanding. They make good choices about the activities that pupils complete. Pupils have time to practise new concepts. This helps them to remember the intended curriculum before moving on to new learning. Teachers assess what pupils know and remember across the curriculum. They make changes accordingly to the curriculum if gaps appear in pupils' knowledge.

The vast majority of subject leaders lead their areas of responsibility well. They have a clear overview of the subject they lead. However, a very small number do not have the same degree of confidence or expertise as others.

Pupils with special educational needs and/or disabilities (SEND) are identified without delay. Every pupil with SEND has a plan that identifies their needs, targets and strategies that staff can use to support them. Teachers adapt the curriculum for pupils with SEND appropriately. As a result, pupils with SEND access the same curriculum as their peers and learn well.

Leaders promote a love of reading. A display in the library reads 'A room without books is like a tree without leaves.' Story time is prioritised. Adults choose the books that are read to pupils with great care. For example: in early years, pupils read books about feelings; in Year 1 they read books from different cultures and in Year 6 they read 'The Diary of Anne Frank', linked to their topic on World War II. Pupils talk about reading with enthusiasm. Every pupil can recommend a favourite book they have read in school or at home.

Phonics is taught from when children start at school. Staff are well trained to teach phonics. All staff use the same approach. Assessment is used well to spot pupils who are struggling to learn new sounds and they receive extra help. Pupils read books that are matched to the sounds they have learned.

Leaders have designed a personal, social and health education curriculum that covers a wide range of topics. Pupils learn about how to stay healthy both physically and mentally. Twice each week pupils walk a mile. They look forward to this. It gives them a chance to chat about their feelings with their friends and adults as they walk together. Pupils are positive about the trips and residentials they attend, the visitors they welcome to school and the wide range of after-school clubs on offer.

The governing body provide strong support and challenge for leaders. They know the school exceptionally well.

Staff are positive about the support they receive from leaders. They feel valued and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff receive appropriate training. Leaders check that staff understand their safeguarding responsibilities. Staff are alert to the risks that pupils may face. They pass their concerns on without delay. Accurate and clear records are kept. Leaders take the right action to ensure that vulnerable pupils and their families get the help they need. External agencies are involved where additional advice and support is needed.

Leaders have ensured that pupils learn how to keep themselves safe. For example, pupils learn about water safety due to the high number of waterways close to the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of middle leaders have not been fully developed to undertake their roles. They do not have all of the skills they need to lead their areas of responsibility with confidence. This limits their ability to develop the curriculum further and offer support to colleagues. Leaders should ensure that all leaders receive the training and coaching they need in order to become accomplished in their roles.
- Much of the school's curriculum is new. It is not yet clear that it is successfully enabling pupils to know and remember more. Leaders should ensure that monitoring activities are undertaken with a clear focus in order to provide them with the information they need to refine and develop the curriculum further.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	122657
Local authority	Nottinghamshire County Council
Inspection number	10227226
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	164
Appropriate authority	The governing body
Chair of governing body	Jill Fairbank
Headteacher	Jane Cappleman-Jackson
Website	www.mistertonprimaryandnurseryschool.co.uk
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school runs a breakfast club that is managed by the governing body.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, deputy headteacher, subject leaders and the special educational needs coordinator. The lead inspector met with four members of the governing body, including the chair and vice-chair of governors. She also spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors discussed the

curriculum with the subject leader, visited lessons, spoke to teachers and pupils about the lessons visited and looked at samples of pupils' work. The lead inspector listened to pupils reading to a familiar adult.

- Inspectors reviewed a range of documentation relating to safeguarding and met with the designated and deputy designated safeguarding leaders. Inspectors spoke to staff, pupils and governors to understand the school's culture of safeguarding.
- Inspectors observed pupils' behaviour in lessons and at playtimes and lunchtimes. They spoke to staff and pupils about pupils' behaviour in school.
- Inspectors reviewed a range of school documents including: further curriculum plans, school improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors considered staff and pupil responses to Ofsted's online survey.
- Inspectors spoke to parents at the start of the school day as well as considering parental responses to Ofsted Parent View and free-text service.

Inspection team

Caroline Poole, lead inspector	His Majesty's Inspector
Stephen Long	Ofsted Inspector
Chelsea Sandbrook	Ofsted Inspector

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