

Toll Bar Primary School

Askern Road, Toll Bar, Doncaster, South Yorkshire, DN5 0QR

Inspection dates

4–5 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The headteacher and her senior team provide clear and determined leadership in this good and improving school. They are supported well by the governing body. The school works well with parents from all of its diverse community and successfully shares their ambition for all pupils to do well here.
- Pupils of all abilities make good progress throughout the school from often low starting points and usually reach average standards in reading, writing and mathematics.
- The Early Years Foundation Stage prepares children well for their future learning. As a result, they are happy, keen to learn and increasingly inquisitive.
- Disabled pupils and those who have special educational needs achieve well because teachers accurately assess their progress and set appropriately challenging work.
- The quality of teaching is good. It is occasionally outstanding. Teachers have high expectations and make good use of marking and feedback to help pupils improve their own work and reach the next steps in their learning.
- Teaching assistants make a valuable contribution to the good progress that all groups of pupils make.
- All groups of pupils are well behaved and feel safe. They are proud of their school because they feel they are valued and supported.
- The school promotes pupils' health and personal development well. They celebrate the cultural heritage of all groups of pupils in many attractive displays of their work and encourage ambition in sporting, musical and artistic achievement.

It is not yet an outstanding school because

- Teachers do not always use questioning well enough in lessons to enable pupils to think hard and deepen their understanding. Neither do they always expect pupils to use the correct vocabulary pertinent to the subject.
- There are not enough opportunities for pupils, including the most-able, to use and apply their mathematical skills to real life scenarios.
- Pupils do not write at length often enough in English and in other subjects to further extend their literacy skills.

Information about this inspection

- The inspectors observed 11 lessons or parts of lessons, including observations carried out jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms and listened to pupils reading.
- Discussions were held with a group of pupils, the Chair and other members of the governing body, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 16 responses to the on-line questionnaire (Parent View), the outcomes from the school's own consultations and held discussions with a number of parents. Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Denis Pittman	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who receive the pupil premium funding is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The majority of pupils are from White British families including over a third of pupils of Romany and Gypsy heritage.
- An average proportion of pupils are of minority ethnic heritage.
- A few pupils speak English as an additional language.
- A much higher proportion of pupils than usual join the school in year groups other than Nursery or Reception or leave before the end of Year 6.
- In 2013 the school did not meet the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Several staff are new to the school since the last inspection including the deputy headteacher and other members of the leadership team.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise standards further and to above average by:
 - ensuring teachers regularly question pupils in lessons to gauge the depth of their understanding and help pupils to think carefully
 - use opportunities fully to extend pupils' use and knowledge of the correct vocabulary in all subjects
 - extending opportunities for pupils, including the most-able, to use and apply the mathematical skills they have acquired in real life problem-solving situations
 - increasing opportunities for pupils to write at length in a range of subjects.

Inspection judgements

The achievement of pupils

is good

- Children enter the Nursery with skills which are often well below those typical for their age. They make good progress through the Early Years Foundation Stage. In particular, they learn to play and work together well and show an interest in the world around them. The children's early reading, writing and number skills are well established. Consequently, they are well prepared for the work in Year 1.
- Pupils leave Year 6 with average standards in reading, writing and mathematics. They make good progress throughout school. The results of national tests and assessments for pupils in Year 2 and Year 6 have mostly risen well since the last inspection.
- However, in the 2013 tests at Year 6, too few pupils made the progress expected of them from their results in Year 2. This dip specifically related to a number of issues for a small but significant group of pupils. These issues have since been addressed and the current Year 6 pupils are making good progress towards at least average standards.
- Disabled pupils and those who have special educational needs achieve well. They are given the support they need to continuously build their literacy and numeracy skills and make good progress in a range of subjects. The school's strong focus on pupils' communications skills also contributes to the good progress of pupils who speak English as an additional language.
- Those supported by pupil premium funding achieve well. In 2013 these pupils were about a term behind other pupils in the school in English and mathematics. In many classes, they are working at standards which are similar to and sometimes above their peers as a result of effective teaching programmes matched to their needs.
- The most-able pupils make good progress and largely reach above average standards. They write fluently and spell and punctuate their work accurately. They rise to the challenge to take the initiative and apply their writing and numeracy skills in different contexts when given the opportunity.
- Pupils from Romany and Gypsy heritage and those from minority ethnic families achieve well because they often undertake work in a number of subjects such as art, history and science based upon studies of their own culture and way of life.
- The significant proportion of pupils who start the school at points other than in the Early Years Foundation Stage achieve well. Rigorous procedures to quickly identify strengths and any gaps in their skills in English and mathematics, alongside specifically targeted help, boost their learning well.
- Pupils' reading skills are well developed. Early readers understand the link between letters and their sounds and pupils of all abilities read with expression and fluency. Written work is well presented and spelling and punctuation is increasingly accurate.
- The pupils have quick recall of number facts and a secure understanding of a range of calculation strategies.
- The skills pupils have achieved in English and mathematics are not always used to their full extent in written work in all other subjects and through regularly being given real life scenarios to calculate.

The quality of teaching

is good

- Classrooms are well organised and attractive. Lessons start promptly and are conducted efficiently. As a result, pupils feel valued and know what is expected of them.
- Literacy and numeracy skills are generally taught well. Teachers introduce new skills clearly and succinctly. They make good use of teaching assistants and other adults to help meet the needs of all groups and abilities of pupils. For example, in mathematics in Key Stage 2, teaching

assistants ensure the most-able pupils are able to quickly start on challenging tasks rather than receive the same instructions as their peers.

- A strength of the teaching is the good use that is made of marking and feedback to help the pupils learn. Teachers correct errors and misunderstandings promptly and ensure pupils address any concerns. They set clear 'next steps' for pupils to achieve and give them good opportunities to pursue them. This contributes well to pupils' confidence and self-awareness of their own capability.
- Teachers set challenging targets for all pupils and are quick to intervene if achievement looks like it might fall below their expectations. The school makes good use of rigorous programmes for those who struggle to achieve in basic spelling, grammar and punctuation skills. This is complemented by regular homework.
- Teachers' expectations are high. They treat pupils with respect and lessons are calm and purposeful. They set clear guidance on the levels they expect pupils of all abilities to reach in each lesson and give them well defined steps to get there.
- Disabled pupils and those with special educational needs are taught well. Strong support for their physical, emotional and social needs, alongside well planned teaching initiatives to improve reading, writing and number skills helps them achieve well. Staff encourage pupils to work on their own and increasingly try things out for themselves.
- The most-able pupils also receive English and mathematics lessons that are carefully tailored to provide additional and more challenging opportunities for them to sharpen some of their newly acquired skills. However, there are too few opportunities for this group, as well as all groups of pupils, to use their calculation skills to solve real life mathematical problems.
- Questioning is not always deep enough to improve pupils' ability to think and reason clearly and develop their vocabulary specific to subjects.
- Occasionally, pupils are not expected to write at sufficient length, for example, pupils are sometimes provided with worksheets which limit the space for their response.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is a key feature of lessons and makes a significant contribution to their learning. Pupils of all abilities take a pride in their work and present it carefully.
- Pupils are polite, calm and considerate towards others. They listen to teachers and their peers and are rarely inattentive. This is a direct response to the high expectations of the headteacher and her staff.
- Pupils take responsibilities through the school council and other roles. As Playground Buddies in their vivid waistcoats, they help pupils resolve any concerns and play together. Pupils take good care of the school's chickens and rabbits.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and their parents agree.
- Throughout the school pupils learn to stay healthy and safe. For example, in the Early Years Foundation Stage children find out about the police, fire and other services through their role play, visits and visitors. Older pupils develop a good understanding of the benefits of healthy eating and exercise and the dangers of drug and alcohol misuse through work in science and personal, social and health education.
- Pupils have a good knowledge of different types of bullying, including cyber bullying. They know what to do in the event of any incidents and feel that they would be quickly addressed should they occur. Poor behaviour and racial incidents are rare and there have been few exclusions.
- Since the last inspection, the school has successfully reduced the number of pupils who are regularly absent. There is a positive trend of improving attendance, particularly through the work of the Parent Support Worker, and is close to average.

The leadership and management are good

- The headteacher provides a clear steer for the school. There is a continuous pursuit of high standards in all aspects of the school's work. This is evident in the pupils' good achievement, quality of teaching and the welcoming and caring school community. The school has the capacity to improve further. Staff morale is consequently high.
- Senior and middle leaders, including some new to their roles, act as good models for other staff through their own teaching and their skills in improving the work of others. There are rigorous procedures to measure and analyse pupils' progress and other aspects of the school's work. This is used well to plan for future improvements.
- Senior staff take several leadership and development roles within the local authority and wider community. For example, they are involved in training teachers, subject leaders and other school leaders. Consequently, their leadership decisions are based on good quality research and experience.
- The impact of the leaders approach to ensuring equal opportunities for all pupils is reflected in the good progress made by all pupils. There is no discrimination in the school.
- Staff are held accountable for the progress their pupils make and they have to meet stringent criteria in order to achieve the next salary level.
- The school receives appropriate 'light-touch' and responsive support from the local authority. Regular visits and detailed reports on the quality of the school's work have helped the school in its further development.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well. The school's close links with its community including Gypsy Romany families, alongside themed topic work in lessons on many cultures and religions, plays a very significant role in the faith and confidence parents have in the school. They are particularly proud of how everyone works and plays together. The celebration of the local area, for example through the brass and ukulele bands and studies of the former coal mining industry also adds to pupils' sense of heritage and individuality.
- The school is raising pupils' aspirations through Year 6 visits to two universities and work with the students. The school makes good use of new sports development funding to improve teachers' skills and support pupils' sporting and other achievements. This has already contributed to the development of teachers' skills in physical education and increased participation in clubs and team activities.
- **The governance of the school:**
 - The governing body is well led and organised. It is effectively informed through detailed headteacher's reports, its own systematic checks on the school's work and detailed analysis of pupils' progress. They have undertaken a full review of their work to ensure they meet the school's needs. Governors manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and what difference it makes to those pupils who are entitled to it. They have a good understanding of pupils' achievement and regularly ask challenging questions to school leaders to ensure that they provide the best teaching and learning they can. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

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

Unique reference number	106677
Local authority	Doncaster
Inspection number	434608

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	John Robinson
Headteacher	Jill Northwood
Date of previous school inspection	2 February 2010
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