

# Inspection of Misson Primary School

Dame Lane, Misson, Doncaster, South Yorkshire DN10 6EB

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Inspection dates: 28 and 29 November 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils at Misson Primary School are polite and friendly. They enjoy learning in a calm environment. By the time pupils reach upper key stage 2, they are confident and ready for the next stage of their educational journey.

Expectations of behaviour and work are high. Most pupils rise to these expectations. They behave well in the classroom and on the playground. Pupils develop 'resilience, independence and self-belief,' in step with the school's vision.

The school brings learning to life through a range of experiences. These include annual productions and residential visits. The school is ambitious to meet the needs of all pupils. This ambition is being realised. Pupils with special educational needs and/or disabilities (SEND) enjoy accessing all activities. This includes after-school clubs for football, baking and gardening.

Pupils feel happy and safe at school. This leads to high attendance. Pupils know that they can talk to an adult if anything is worrying them. From pre-school to Year 6, relationships between children and staff are positive.

Parents and carers are enthusiastic about the school. As one parent typically commented, 'A fantastic school which develops well-rounded children. It focuses on enrichment as well as academic progress.'

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

The school has designed an ambitious curriculum that builds from the early years. In most subjects, leaders have identified the key knowledge and the order in which pupils need to acquire and learn it. In a few subjects, this work is not yet complete. Beginning in early years, the school makes regular checks on pupils' learning. These checks help teachers provide the right support for pupils.

Children get off to a strong start in early years where they are well cared for. They make meaningful choices in their learning activities. The school helps its youngest children make connections across the different learning areas. For example, an art activity of making shades of yellow reinforces a phonics session on the sound 'y'. Children in both pre-school and Reception Year are encouraged to become independent learners. This ensures that they are ready for Year 1.

Reading is a priority in early years and across the whole school. Last year, the school introduced a new phonics programme. This is having a positive impact. Most pupils enjoy their reading. As one older pupil said, 'I like imagining that you're there!' Pupils can explain how they are getting better at reading and why that is important. The school encourages a love of reading in different ways. The school's approach includes competitions, celebrations and making good use of the library.

The school makes sure that pupils' mathematical understanding builds incrementally in small steps. Pupils enjoy their learning in mathematics. In Reception, children focus well on learning number bonds to five. At the other end of the school, Year 6 pupils talk about and can explain improper fractions with confidence. Pupils respond well when presented with a high level of challenge. As one pupil said, 'I like solving equations and thinking!'

Interesting lessons bring the curriculum to life. For example, children in the pre-school enjoy exploring the outdoor learning area. Staff question and encourage the children to talk about their learning. In Reception, children immerse themselves in role playing as veterinary surgeons. Older pupils recall prior knowledge well as they investigate pre-history. In religious education, pupils discuss key Christian beliefs about Jesus with maturity. Across the curriculum and in each year group, the school meets the needs of pupils with SEND, helping them achieve positive outcomes alongside their peers.

Pupils' personal development is at the heart of the school's work. The school ensures that the curriculum extends beyond the academic. Most pupils attend clubs. Through extra-curricular activities, pupils learn the importance of resilience and teamwork. This contributes to their good behaviour and positive attitudes to learning. Pupils enjoy having leadership responsibilities that make a difference to others. For example, the school council makes decisions that help to improve the school. Pupils learn about people from diverse backgrounds and with different religious beliefs. Pupils show high levels of respect for others. However, some pupils do not have a clear, age-appropriate understanding of fundamental British values.

Senior leaders know the school well. Governors have an accurate view of the school and a clear vision for future priorities. Staff say that they are proud to work at the school. They value the work of leaders to support their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, the school has not precisely identified what knowledge pupils are expected to know and in what order. As a result, pupils' knowledge in these subjects is not as strong. The school needs to complete its work on refining the curriculum so that staff understand what pupils must know and remember in every subject.

- The school's plans for teaching British values are not yet fully developed. As a result, some pupils do not have an age-appropriate depth of understanding of the British values they have been taught. The school should ensure that all pupils have an age-appropriate understanding of the key values that are important in Britain today.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	122656
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10298444
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Ethelstone
<b>Headteacher</b>	John Birch
<b>Website</b>	<a href="http://www.missonprimary.co.uk">www.missonprimary.co.uk</a>
<b>Date of previous inspection</b>	6 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative education provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders. They spoke with groups of staff and pupils. They met with members of the governing body and with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at

samples of work and spoke to pupils about their learning. The lead inspector listened to pupils reading aloud to a familiar adult.

- Inspectors also spoke to leaders about the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and around the school site.
- Inspectors spoke informally with parents at the end of the school day. They also considered the responses to Ofsted's survey, Parent View and Ofsted's staff survey.
- Inspectors reviewed a range of documentation, including school improvement plans, minutes of governors' meetings and attendance data.

### **Inspection team**

Martyn Skinner, lead inspector

Ofsted Inspector

Anna Coney

Ofsted Inspector

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