

# Kimberworth Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	106845
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	356036
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Terry McDermott

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kay O'Neill
<b>Headteacher</b>	Miss Marion Tapp
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Kimberworth Road Rotherham South Yorkshire S61 1HE
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## Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons. All nine teachers were seen teaching, most of them twice. Meetings were held with groups of pupils, representatives of the governing body, and staff. Inspectors observed the school's work, and looked at reports from the School Improvement Partner, the school's procedures for tracking pupils' progress, the school's records of the monitoring of learning, and minutes of governing body meetings. They considered 77 questionnaire responses from parents and carers, and responses by 108 pupils in Key Stage 2 to the pupils' questionnaire, and 23 responses by adults in the school to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether teaching provides enough challenge to children and pupils throughout the school to help them make rapid progress from their well below average starting points in Nursery.
- How much pupils' good personal development, as identified in the school's self-evaluation, helps them to make good academic progress.
- Whether the newly formed leadership of the school has the drive and ambition required to secure the improvements necessary to raise the standards reached by all pupils by the end of Year 6.

## Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is average and rising, as is the proportion who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average although the proportion of pupils with a statement of special educational needs is average. A new headteacher was appointed in September 2010. A new acting senior leadership team has since been formed.

A children's centre, including day-care, is located within the school building. The day-care was inspected as part of the Early Years Foundation Stage provision.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has a clear and well established strength in the good quality of care, guidance and support it provides for all pupils. This underpins their good spiritual, moral, social and cultural development. The new headteacher has made swift and accurate evaluations of the strengths of the school, and of those areas which require improvement. She has moved quickly to take actions to address these. In this period of rapid change, she has maintained the morale of staff, who now share a common understanding of how they can help the school to move forward.

The school, including the day care provision of the children's centre, is a happy, peaceful and welcoming place for all. Pupils unhesitatingly say they feel safe here, and their parents and carers overwhelmingly agree. Adults in the school are consistently good role models for showing tolerance, respect and listening to the views of others. Pupils readily adopt these values from an early age and become generous, trustworthy and responsible young citizens.

The school's increasingly reliable tracking system shows that pupils' progress, while satisfactory overall, is improving securely. Progress in English is good throughout the school for a majority of pupils, though not always for the more able. Progress in mathematics is satisfactory overall but slows when pupils are not given enough challenge to work things out for themselves. This stems from ineffective use of assessment information in this subject to ensure work is always matched accurately to the learning needs of all pupils. Relationships in all lessons are good because pupils are well behaved and have positive attitudes to learning. Staff are currently making effective changes to the curriculum so as to link subjects together more closely, and increase pupils' interest and enjoyment in learning. It is enriched by a good range of visits that spark pupils' imagination and by very well supported sporting and cultural activities. Children in the Early Years Foundation Stage also make satisfactory progress because activities are not always pitched at the right level to move the learning on quickly enough.

The new headteacher is clearly taking a key role in driving school improvement. Her initial self-evaluation of the school is realistic and accurate. Within the governing body of the school, large burdens are being borne by a small number of willing and dedicated members; this limits the effectiveness of the governing body as a whole. Newly appointed middle leaders are just beginning to learn their roles and to rise to the challenges these present. It is too early to see the full impact of these changes on the progress pupils make and the standards they reach. However, each new initiative is based upon well-founded good practice, and supported by a new and rigorous regime of monitoring and evaluation. Progress is improving securely and in English it is good. For these reasons, the school has satisfactory capacity to secure and sustain improvements.

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

- Improve attainment and further accelerate progress throughout the school and particularly in mathematics by:
  - making effective use of assessment information to ensure that teaching provides sufficient challenge for all pupils, and especially the more able
  - ensuring pupils understand clearly what they need to do next in order to improve
  - ensuring subject leaders keep a close check on the progress being made by pupils in their subjects and use the information gained to contribute to improving performance.
- Increase the effectiveness of the governing body by ensuring all members play their part in monitoring, evaluating and reviewing the school's performance fully.
- Improve the progress of children in the Early Years Foundation Stage by making sure that the activities are pitched at the right level and adults are clear on how to support learning effectively.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Inspection observations show that learning in lessons is satisfactory overall, though it is often better than this for pupils in Key Stage 1 and for the older pupils in the school. Pupils generally enjoy lessons although some say that the work they are given is sometimes too easy for them. Whilst attainment is low overall, there is evidence that it is improving significantly. Pupils are now reaching close to average standards in English at the end of Year 6 and this represents good progress when considering their well below average starting points. However, attainment in mathematics does not yet match that in English. Improvement has been limited by interruptions over several years to the leadership of the subject. Also, pupils say that adults do not always make clear in mathematics lessons what they have to do next to improve their work. Pupils with special educational needs and/or disabilities achieve at the same satisfactory rate as their classmates because of the skilful support they receive from teaching assistants. This helps them to participate successfully in most things the school has to offer. Boys and girls make similar progress across subjects. Sometimes, the more-able pupils do not make enough progress because they are not set sufficiently challenging work.

Pupils say they enjoy being in school because, 'everyone is so friendly'. This is borne out by inspection observations, and by parents and carers who overwhelmingly say that they are happy with their children's experiences. Pupils are polite, considerate to each other and their environment, and can be trusted to work and behave sensibly when not directly supervised. They speak up confidently in lessons to air their views, because they know they will receive a fair hearing from their classmates. They have no fear of ridicule.

Pupils' behaviour is good. They are sure that there is little bullying, and that when it does rarely occur, it is dealt with quickly and fairly. As one pupil said, 'It's not a problem here.' Pupils have a good understanding of how to lead healthy lives, and are particularly keen to

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ensure that everyone, including visitors to the school, are rewarded when they eat fruit and vegetables. They know where dangers might occur in the outside world and how to avoid them. Though they are active fund-raisers for charities, generous with their time as play ground buddies and as members of the school council, and very proud of their inclusive school, their awareness of life in the wider communities of Great Britain and around the world is limited. All pupils quickly assume and practise the personal skills and attributes they will need as they get older but their academic skills are not as well developed. They are satisfactorily prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is satisfactory. All classrooms are well resourced and staffed, and set a positive environment for learning. The best lessons move forward quickly. In these lessons, teachers set challenging tasks, which make pupils think things through for themselves. This was shown exceptionally well in a Year 6 lesson on English grammar when pupils were enthralled using past, present and future tenses correctly in their descriptive writing. Pupils are expected to work independently and the quality of learning is good. In other lessons, teachers do not use assessment information effectively enough to set work that meets pupils' individual learning needs. In these lessons, the pace of learning inevitably slows down. Several pupils say they often find much of the work easy to do.

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Good changes are being made to the curriculum. Subjects are being grouped together to aid the study of various themes, often using practical 'hands-on' methods. Pupils say they like this way of learning. Enrichment activities, such as visits to places of interest, help pupils to see the reality of their work. They say enthusiastically that this helps them to understand. The school does not routinely evaluate how much different aspects of the curriculum impact on pupils' learning.

Adults in the school know the pupils and their families well. This is central to the school's good pastoral provision that begins in the day-care provision and continues consistently through the Early Years Foundation Stage, and on to Year 6. The school is trusted by parents and carers, who appreciate how focused the school is on helping their children. Systematic recording and tracking of pupils' personal progress gives clear information, which is used sympathetically to resolve any issues that arise. Care and support for the school's significant numbers of vulnerable pupils is good and is crucial to these pupils' good personal development. Instances of challenging behaviour are dealt with sensitively and quickly, and do not interfere with pupils' wider learning. The school quickly recruits the help of outside professional agencies when circumstances arise which are beyond its own expertise to deal with.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new headteacher and leadership team have quickly and accurately identified the school's strengths and weaknesses. Their analysis is firmly based on the outcomes pupils reach and, as a consequence, the school now knows what it does well and what it needs to do to improve. The attention of school staff is now much more sharply focused on improving the quality of pupils' learning in English, mathematics and science. Senior members of the governing body are committed and dedicated but they often have to take on, individually, large amounts of work, particularly in relation to the onsite day-care provision. This limits the overall effectiveness of the governing body. Safeguarding procedures are understood and carried out well because the school reviews and reinforces them regularly. Current requirements are fully met. Parents and carers are unanimous that their children are safe in school. Provision for community cohesion is satisfactory. The school has good links with parents, but has yet to develop fully its links beyond the local community. The school works diligently to ensure that all types of inequality are addressed robustly and to ensure a harmonious school community, free from harassment or discrimination. However, it gives only satisfactory equality of opportunity because the more-able pupils are not always challenged to make the best progress they might. Taking account of pupils' satisfactory achievement, the school gives satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery class with skills well below those normally expected for their age. Because of the strong links between school and families, particularly through the day-care provision, children settle easily into school. They find the good range of resources well presented and easily accessible, and the whole learning environment colourful and attractive. Indoor and outdoor facilities are of good quality but neither is used to best effect to inspire pupils to learn as much as they might. The quality of learning is only satisfactory because teaching does not always expect enough of the children. There is a satisfactory balance of activities led by adults and those chosen by the children, though in these it is not always clear how some adults are supporting children's learning. This slows the development of skills which lead to independence. Children make satisfactory progress overall, though their personal, social and emotional development is much better than this. They quickly pick up the values and good social practices modelled by adults. This helps them to work and play together well, building positive relationships with one another and with adults, and setting solid foundations for the future. Behaviour is good. By the time they leave the Reception class, children's overall attainment is still below the levels usually expected and their achievement is satisfactory.

Leadership and management of the Early Years Foundation Stage are satisfactory. Though assessment methods are secure, the evaluations of what pupils have learned are sometimes overly optimistic. This means that staff do not always pitch learning, particularly with respect to speech and language, and in numerical problem solving, at the right level to help children move forward enough. Procedures to ensure children's welfare are good and meet requirements.



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In the day-care section of the children's centre, leadership and management are good. The provision complies with registration requirements and has recently received approval for flexible entry. Young children are happy and make good gains in developing their language and other skills. Well organised staff are active and successful in helping parents and carers to support their young children's personal development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response to the inspection questionnaire was higher than usual for primary schools. Parents' and carers' written responses were overwhelmingly positive and no one indicated any concerns about how safe the school keeps their children. They were almost unanimous that their children enjoyed school. A few did not feel that unacceptable behaviour is dealt with effectively, though the pupils to whom inspectors spoke, did not confirm this. Inspectors found that the few instances of unacceptable behaviour that do occur are dealt with consistently and effectively. Some parents and carers felt that their children were not making enough progress in school, and inspectors found evidence to support this view. The other areas where parents expressed concern were investigated throughout the inspection and form part of the evidence to arrive at these judgements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kimberworth Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	60	30	39	1	1	0	0
The school keeps my child safe	50	65	26	34	0	0	0	0
My school informs me about my child's progress	26	34	43	56	8	10	0	0
My child is making enough progress at this school	23	30	47	61	6	8	1	1
The teaching is good at this school	31	40	41	53	4	5	0	0
The school helps me to support my child's learning	22	29	45	58	9	12	0	0
The school helps my child to have a healthy lifestyle	21	27	53	69	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	27	50	65	4	5	0	0
The school meets my child's particular needs	18	23	52	68	5	6	1	1
The school deals effectively with unacceptable behaviour	24	31	44	57	6	8	1	1
The school takes account of my suggestions and concerns	10	13	53	69	10	13	2	3
The school is led and managed effectively	22	29	50	65	2	3	0	0
Overall, I am happy with my child's experience at this school	39	51	32	42	4	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 October 2010

Dear Pupils

**Inspection of Kimberworth Community Primary School, Rotherham S61 1HE**

Thank you very much for making us so welcome when we inspected your school recently. We were really impressed with your politeness and good manners, and particularly with how you all get on so well together. It was really pleasant to be in such a calm and happy place.

We found that Kimberworth is a satisfactory school. We are sure that every adult in the school works very hard to make certain that you are safe and well looked after, from the day you join school, perhaps in the day-care unit or in Nursery, to the time you leave Year 6. They help you to become responsible young citizens. However, we also found that not enough of you are reaching the higher levels in your work and that many of you have some difficulties fully understanding mathematics. Therefore, there are some things which could be done better and so we want the adults in the school to make sure that the following things happen.

- Help you to make progress and reach higher standards, particularly in mathematics, by setting work that is more challenging for all of you, and by explaining mathematical problems more clearly. We have also asked that those teachers who lead different subjects check really closely on how much you are learning in lessons.
- Make sure that those adults who are governors of the school share equally among themselves all the different and difficult jobs they have to do in checking that the school is doing well enough.
- Make sure that the children in the Early Years Foundation Stage are helped to make better progress.

You can help Kimberworth to improve further by staying the well behaved, friendly and helpful young citizens you already are.

Please accept my best wishes for your future success.

Yours sincerely

Terry McDermott

Lead inspector

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