

South Kirkby Common Road Infant and Nursery School

Inspection report

Unique Reference Number	130864
Local Authority	Wakefield
Inspection number	360138
Inspection dates	8–9 November 2010
Reporting inspector	Kathryn Dodd

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Mr Norman Howe
Headteacher	Mrs Deborah Batty
Date of previous school inspection	14 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 13 lessons and eight teachers were observed. The inspectors held discussions with staff, groups of pupils, with the Chair of the Governing Body and with parents and carers. The inspectors observed the school's work, including a review of improvement plans, the systems for tracking pupils' progress, records demonstrating the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 22 questionnaires returned by parents and carers and 21 from staff.

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

- Pupils' attainment in Year 2 and the rate of pupils' progress, particularly in Years 1 and 2, overall and in writing.
- How well teachers use assessment information to plan activities that match pupils' varying learning needs and to what extent pupils are involved in understanding how well they are getting on and know their next steps.
- How well the curriculum is adapted to boost achievement in writing and to challenge the more-able pupils.
- The effectiveness with which senior leaders and subject coordinators review pupils' progress and monitor the quality of provision and whether this leads to an accurate evaluation of the school's effectiveness.

Information about the school

Almost all of the pupils at this average-sized school are White British. The proportion of pupils known to be eligible for a free school meal is above average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has been accredited with a number of awards which include Eco-Schools Bronze Award, Activemark, the Basic Skills Quality Mark, Investors in Pupils, and it has achieved Healthy School status. The Children's Centre, which operates on the school site, was not part of this inspection. The current headteacher has been in post since January 2010.

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. Good aspects include the successful start to learning in the Early Years Foundation Stage and the good progress of pupils with special educational needs and/or disabilities. The way in which each child is cared for and nurtured reflects the good quality of care, support and guidance provided. Parents and carers have positive views, acknowledging the, 'warm and welcoming atmosphere'. A strong emphasis is placed on ensuring that pupils develop the personal skills they need to be successful in junior school. As a result, pupils behave well and show good attitudes to learning. They act sensibly, are very kind and caring towards one another and polite and respectful to staff and visitors.

Despite children's good progress in the Early Years Foundation Stage, their progress dips in Years 1 and 2 to be satisfactory. Consequently, since attainment is average overall, achievement is also satisfactory. This reflects the satisfactory quality of teaching and the curriculum. In good lessons, teachers make effective use of assessment information to provide activities and tailor their questions to reflect pupils' varying needs, particularly to challenge the more-able pupils. They explain clearly what the pupils are expected to learn and the steps they should take if they are to succeed. These good practices are not yet consistently well applied. Pupils' attainment in writing lags behind that of reading and mathematics, particularly the proportion reaching and exceeding the nationally expected levels. Opportunities for practising writing skills, such as part of work in other subjects are sometimes overlooked. Furthermore, pupils' writing targets are not always sufficiently challenging to move learning forward at a good rate.

Since the previous inspection, the school has moved forward at a steady rate. The new headteacher has made a good start, for example, by identifying accurately improvement priorities and extending procedures to review pupils' progress. This, along with the appointment of the Early Years Foundation Stage leader and a revision of the roles and responsibilities among existing senior leaders, is helping to accelerate the pace of improvement. Even so, the capacity to improve remains satisfactory because senior leaders and subject coordinators are still developing their skills in evaluating the school's performance. Procedures to monitor the consistency of provision, such as the quality of teaching in Years 1 and 2, lack rigour. This is why the school's evaluation of its own effectiveness, in some respects, is too generous. Nevertheless, there is a very sensible and realistic view of the way forward and now a shared and united eagerness among staff and governors to do so.

What does the school need to do to improve further?

- Raise attainment in writing, particularly the proportion of pupils reaching and exceeding the nationally expected levels by the end of Year 2, by:

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- providing more opportunities for pupils to practise their writing skills
- setting challenging and precise learning targets and making sure that pupils are clear about the next steps they need to take in order to attain them.
- Improve the quality of teaching in Years 1 and 2, in order to accelerate progress to a consistently good rate by:
 - making improved use of assessment information to provide work that meets pupils' varying learning needs, particularly to challenge the more-able pupils
 - ensuring the best teaching practices evident are identified, shared and consistently well applied.
- Improve the effectiveness with which senior leaders and subject coordinators review school performance information and monitor the quality of provision in order for them to be able to contribute more effectively to self-evaluation processes.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory and progress is satisfactory. In lessons, pupils behave well, are attentive, keen to learn and respond enthusiastically to teachers' questions. Pupils work at a good pace, particularly when working alongside adults. Their concentration occasionally drifts when their work is insufficiently challenging or when they sit for too long listening to their teacher. When children start in the Nursery or Reception classes, their skills are usually below those expected. Good progress in these classes means that by Year 1, most children reach the expected learning goals, although slightly fewer children do so in writing. Progress in Years 1 and 2 is satisfactory and by the end of Year 2, attainment is usually broadly average. There still remains a lot to do, however, if pupils currently in Year 2 are to reach their learning targets, particularly in writing. Pupils with special educational needs and/or disabilities make good progress because of a good range of well-targeted support programmes provided and the effective guidance in lessons from adults.

Pupils learn together in a warm and friendly community. They particularly enjoy dining at the 'Captains Table', a special treat to celebrate their good achievements. Pupils' good understanding of healthy lifestyles shows in their eagerness to participate in activities, such as, 'wake and shake up' and in the healthy choices they make at lunchtime. Pupils say they feel 'totally safe' and confident they can 'tell' should they feel worried. Pupils willingly take on responsibilities, such as school councillors. They make a good contribution within their locality, such as by developing a community garden. Opportunities to engage with ethnically diverse groups, however, are still developing. Attendance is broadly average and is improving. Pupils develop good personal qualities, acquire advanced skills in using a variety of computerised technologies and enjoy learning, particularly reading. Hence, although numeracy and literacy skills are average, these aspects demonstrate that pupils are well prepared for their onward journey to junior school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

In Years 1 and 2, overall teaching is satisfactory. This is because teachers sometimes talk for too long and assessment data are not always used effectively to plan work to match pupils' abilities. Positive relationships, use of praise and effective management of pupils' behaviour, along with the deployment of a high number of support staff and student teachers, are strong features of lessons. In good lessons, teachers have higher expectations of pupils and tailor their questions to challenge pupils of all abilities. These good practices, however, are yet to be consistently well applied. Learning, particularly for the more-able pupils, is hampered because some activities are insufficiently challenging. Developing reading skills is given a high profile within the curriculum and pupils develop an early love of books. Opportunities for practising writing skills are increasing but still sometimes missed, for example, as part of work in other subjects.

Pupils' enjoyment of school mirrors the good range of activities beyond day-to-day lessons, such as clubs and trips, including a residential visit, which broadens their life experiences. A good range of support programmes are in place to boost the learning of pupils with special educational needs and/or disabilities and for pupils whose attainment falls below the nationally expected levels. Programmes of support for the more-able pupils, such as those beyond lessons, however, are still developing.

Making sure that pupils are well cared for and that any potential barriers to learning are eradicated, threads throughout the school's work. This is why good quality pastoral

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support is embedded in daily practices. The effective contribution of the learning mentor, along with the good partnerships fostered with parents and carers and with external support agencies, reflects the school's commitment to helping pupils with additional social, emotional or learning needs. Efforts to promote better attendance, with pupils and parents and carers, are paying dividends.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers are satisfactorily driving improvement, for example, in raising the quality of teaching. Leaders channel their efforts to good effect in some areas. For example, they forge effective partnerships with parents and carers and with others such as with external agencies and schools nearby. Arrangements to safeguard pupils have recently strengthened considerably and, as a result, are now good. This reflects the rigorous attention given to site security, the thorough training of staff and in the detailed written records that are evident.

An appropriate emphasis is placed on the inclusion of pupils. Efforts to raise the attainment of pupils falling short of nationally expected levels are starting to pay dividends. Procedures for assessing attainment and tracking pupils' progress are also now extending. This is helping to pinpoint any variances in the performance of pupils and to ensure equality of opportunity. Governors are supportive, particularly in helping to strengthen safeguarding arrangements and to support staff through the recent unsettling period of changes within leadership. The Chair of the Governing Body liaises closely with leaders in order to evaluate the school's performance, and, as a result, is knowledgeable about the school's strengths and weaknesses. However, governors are not sufficiently involved in monitoring the school's work and holding it to account for driving up attainment and accelerating progress, particularly in Years 1 and 2. The school makes a satisfactory contribution to community cohesion. Good links are established within the locality but are not as strong within the wider community. Developing opportunities for pupils to engage with ethnically diverse groups is already identified by leaders as a priority for improvement.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Learning gets off to a successful start and children make good progress. The extremely warm and very caring relationships between adults and children, along with the bright, well-organised and resourced learning environment, both indoors and out, ensure that children enjoy learning and feel very safe. Rigorous attention is given to meeting the welfare needs of children. Children place their name cards on the 'emotions tree' at the start of each day. This ensures adults become alerted quickly to any worries or anxieties. The partnership between parents and carers and school is strong. This shows in the ease with which they communicate with staff at the start of the day, in their good support with learning activities at home, such as 'busy bear go home' and the 'newsflash' notices they complete recording their children's achievements. Children's personal, social and emotional development is good. Adults make the most of opportunities to encourage children to develop their independence, to take on responsibilities and understand routines and boundaries. As a result, they become eager young learners who behave well. Teachers assess children's progress carefully. Their skilful questioning and recording of children's achievements ensures they plan future activities that matches children's varying needs. Children's good progress reflects effective leadership and management. Leaders ensure that the curriculum is well adapted to boost learning where it is most need. This is why, for example, opportunities for developing children's writing skills are threaded through many activities. Leaders are now focusing, correctly, on extending the questioning skills of support staff so that they can make a fuller contribution to assessing children's skills and knowledge and to planning their next steps.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although the proportion of parents and carers that returned questionnaires is very low, a very large majority of these indicated that overall, they are happy with their children's experience. Through the questionnaires, a small minority expressed concern about the arrangements for taking into account their suggestions and concerns. However, several parents and carers who talked with inspectors indicated that they find the staff, 'very approachable', appreciate that they are easily accessible, and say that they are confident any concerns are quickly dealt with. In recent months, formal consultation with parents and carers has taken place on a number of matters, such as, steps to strengthen the arrangements for safeguarding pupils and to help develop a revised behaviour policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Kirkby Common Road Infant and Nursery 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	68	6	27	1	5	0	0
The school keeps my child safe	13	59	8	36	1	5	0	0
My school informs me about my child's progress	10	45	8	36	2	9	0	0
My child is making enough progress at this school	6	27	14	64	1	5	0	0
The teaching is good at this school	10	45	11	50	1	5	0	0
The school helps me to support my child's learning	10	45	10	45	1	5	1	5
The school helps my child to have a healthy lifestyle	7	32	13	59	1	5	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)	8	36	11	50	1	5	0	0
The school meets my child's particular needs	8	36	11	50	2	9	0	0
The school deals effectively with unacceptable behaviour	6	27	11	50	1	5	0	0
The school takes account of my suggestions and concerns	5	23	10	45	6	27	0	0
The school is led and managed effectively	6	27	13	59	2	9	1	5
Overall, I am happy with my child's experience at this school	11	50	9	41	2	9	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 November 2010

Dear Pupils

**Inspection of South Kirkby Common Road Infant and Nursery School,
Pontefract WF9 3EA**

Thank you for the warm and friendly welcome you gave us when we inspected your school. We enjoyed being part of your school community and finding out your views. You go to a satisfactory school. Your attainment by the end of Year 2 is similar to that expected, although it is better in reading and mathematics than in writing. Your progress overall is satisfactory, but is good in the Nursery and Reception classes.

We were particularly pleased to:

- hear that you feel, 'totally safe' and that there is always someone to help you if you feel worried or sad
- see how proud you are when you dine at the 'Captains Table' to celebrate your special achievements
- see you all getting on so well together and behaving well
- find out that you know how important it is to come to school every day.

We have asked that some improvements be made. These are to make sure that:

- you are taught equally well in all your classes and that all your teachers give work that is just right for you and makes you think really hard
- your attainment in writing improves by making sure that you know what your targets are and what you need to do to reach them, and by giving you more chances to practice your writing skills
- the adults with special responsibilities look more closely at how well you are all learning, so that they find out how things might get even better for you.

You can help by making sure that you tell your teacher if your work is too easy or hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best, behave really well and all come to school every single day.

Yours sincerely

Mrs Kathryn Dodd
Lead inspector

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