

Kiveton Park Meadows Junior School

Inspection report

Unique Reference Number	106885
Local Authority	Rotherham
Inspection number	356045
Inspection dates	15–16 March 2011
Reporting inspector	Rosemary Eaton

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Mrs Elaine Hall
Headteacher	Mrs Judith Elstone
Date of previous school inspection	1 July 2008
School address	Storth Lane Kiveton Park, Sheffield South Yorkshire S26 5QT
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six lessons, each taught by a different teacher, and held meetings with the School Improvement Partner, groups of pupils, members of the governing body and staff. They observed the school's work and looked at a range of documents including safeguarding policies and records, samples of pupils' work in each year group, assessment information, and minutes of meetings of the governing body. The 64 questionnaires returned by parents and carers were analysed in addition to those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of teachers' use of assessment information particularly to match tasks to what pupils need to learn next and to inform them about how they can improve their work.
- Whether teaching and the curriculum meet the learning needs of boys well enough especially in English.
- The impact on progress of recent developments in the provision for pupils with special educational needs and/or disabilities.

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average. There has been significant staff change since the previous inspection. A new headteacher was appointed from September 2009. At the time of the current inspection, the deputy headteacher was nearing the end of her maternity leave. The third member of the senior team joined the school in January 2011. The majority of teachers are in their first or second year of teaching. The school has gained the Activemark Gold award. The governing body manages a children's centre which the headteacher also leads. This was inspected separately at the same time as the school's inspection and the report is available on the Ofsted website.

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

The headteacher has ensured that the school's drive for improvement has been tightly focused and unremitting. This has been possible because self-evaluation provides an accurate view of the school's strengths and weaker areas. Thoughtful planning and decisive actions by the headteacher have resulted in clear signs of improvement, for example, in the quality of teaching and the rate of pupils' progress. Staffing has stabilised and other senior and middle leaders are starting to take on tasks such as revising policies and planning future actions. However, their contribution is currently patchy and the headteacher has taken the lion's share of responsibility for driving the school forward. Nevertheless, the trend of improvement, alongside the maintenance of strong aspects of the school's work, provides compelling evidence of a satisfactory capacity to continue to improve.

Pupils make satisfactory progress as they move up through the school and attainment in English and mathematics is broadly average. Teaching has a number of strengths. For example, activities are chosen carefully so they motivate boys and girls to get involved and try hard. However, the use of marking and individual targets does not consistently inform pupils about what they need to do in order to reach higher levels in their work. Teachers do not always promote accuracy and attention to detail at all stages of pupils' work in reading, writing and mathematics. As a result, for example, pupils' written work often contains too many careless mistakes. Pupils have performed on stage at Stratford-on-Avon through one of the school's many partnerships, this time with the Royal Shakespeare Company. They have many similarly exciting experiences, but there are missed opportunities to promote higher attainment and faster progress in English and mathematics.

Some aspects of the school's work are good. Pupils are cared for well, with good arrangements for safeguarding and effective links with parents and carers. As a result, pupils feel safe and appreciate how they can take some responsibility for their own safety. They behave well and willingly take on a wide range of responsibilities. Each day, they act out the school's golden rule; 'We take care and we show care'. Personal development is promoted successfully. Pupils' clear awareness of how to be healthy is reflected, for instance, in their enthusiasm for physical activity.

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 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in English and mathematics by:
 - adopting some of the strategies suggested by pupils to promote reading

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- providing more practical activities as starting points for learning in mathematics
- ensuring that teachers promote accuracy and attention to detail consistently at all stages of pupils' work in reading, writing and mathematics.
- Make pupils more aware of what they need to do in order to improve their work and reach higher levels by ensuring that:
 - marking is consistently rigorous and informative
 - referring whenever appropriate to pupils' individual targets when marking work and during lessons.
- Develop the role and impact of leadership beyond that of the headteacher by:
 - agreeing expectations for leadership roles, particularly the role of subject leaders
 - providing focused training for individuals to enable them to develop the leadership skills and expertise needed to fulfil their roles
 - ensuring that all leaders have suitable opportunities to contribute to monitoring, evaluating and improving the school's work and performance.

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

Pupils are well aware of what effective learning entails, because they are reminded regularly about 'learning behaviours' such as listening attentively. Accordingly, they concentrate on tasks and think hard in order to answer questions. Pupils cooperate well in pairs or groups when asked to share their ideas by talking or writing together. Their good behaviour means that they are considerate and do not call out answers or otherwise interfere with the learning of others. Pupils learn skills such as handwriting, spelling and punctuation, but displays and books show that they do not always apply these well enough when working independently. On such occasions, pupils focus more on communicating their ideas than on the important technical aspects of writing. Similarly, reading too quickly sometimes leads pupils to miss key points. In a Year 6 mathematics lesson, many of the pupils confused 'of' and 'off' when reading a question about percentages. This meant that, although they had the necessary skills and knowledge, their answers were incorrect. Such lack of attention to accuracy is one reason why progress is satisfactory rather than good.

When they join the school, pupils' attainment is broadly average. Progress is speeding up as teaching improves. In particular, boys are starting to make better progress. However, there has not been time for the steps taken by the school to close the gap between their attainment and that of the girls. Pupils with special educational needs and/or disabilities make satisfactory progress. Again, there are early signs of improvement as staff training and carefully targeted programmes start to bear fruit. Recently, the school council asked pupils how the school could encourage them to read more. Their suggestions are wide-ranging and eminently sensible, for example, time for classes to read quietly in the library, a reading quiz, and opportunities to create books to read to children at the infant school.

Pupils say that the main reason they feel safe in school is that all groups of staff watch over them, from the time they arrive until they leave for home. They are adamant that the occasional bullying incidents are sorted out immediately. Pupils appreciate that a very small number of pupils have difficulty managing their own behaviour and understand why these pupils have special arrangements to help them. The school council is influential,

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appointing pupils to positions such as librarian and representing their views very effectively. Pupils are proud of the trophies their sports teams have won and draw particular attention to one awarded for 'fair play'. Aspects of pupils' cultural development, such as their appreciation of art, music and drama, are very strong, but they have only limited opportunities to work and play with children whose backgrounds are different from their own. Pupils are prepared satisfactorily for their future lives. This is because, although attendance is above average and their social and information and communication technology (ICT) skills are well developed, attainment in literacy and numeracy is average rather than good.

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	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teaching is improving as agreed strategies are bedding in and newer teachers are developing skills and expertise. Teachers, often, ask probing questions which encourage pupils to think deeply and make connections between different aspects of learning. Work is usually matched sufficiently closely to what particular groups of pupils need to learn next. Teaching assistants are deployed flexibly to work with individuals or small groups or to provide support and encouragement where it is most needed. Teachers, consistently, make pupils aware of what particular groups need to do in order to complete tasks successfully. However, although pupils' individual literacy and numeracy targets are displayed, these are seldom mentioned during lessons, sometimes preventing pupils from

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striving to reach the highest levels of which they are capable. There are examples of good quality marking. In these examples, pupils are congratulated for successes and informed clearly what they need to do improve. Errors of spelling and punctuation are noticed and corrected by these teachers and pupils are expected to present their work neatly. In too many cases, however, marking is perfunctory and does not contribute enough to accelerating progress and raising standards.

Displays of pupils' work show clearly that the curriculum provides plenty of opportunities for pupils to make links between different aspects of their learning. Visits linked to the topics pupils study often provide a starting point for learning. A visit to a museum dedicated to the Second World War led to Year 6 pupils combining writing and ICT skills to create booklets to advertise the attraction. However, basic literacy and numeracy skills are not always promoted well. For example, the school is at an early stage of using practical activities as starting points in mathematics lessons to help pupils to grasp concepts such as measurement more securely. A variety of other initiatives has been put in place, for example, to promote boys' attainment through mathematics competitions, a 'reading marathon', and enhanced resources. The provision for pupils with special educational needs has recently been revised and now includes a more systematic use of programmes to support pupils in precise areas of learning.

Pupils and their circumstances are known very well. The most potentially vulnerable pupils have personal mentors with whom they meet regularly and who offer tailor-made support and advice during difficult times. Partnerships with a range of agencies and professionals such as the local authority's learning support service enhance the school's work. Good behaviour and regular attendance are encouraged successfully, often in close partnership with parents and carers. A firmly established partnership with the secondary school supports well-organised transition arrangements when the time comes for pupils to leave.

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?

Staff changes and unavoidable absences have not prevented the headteacher from establishing a staff team whose members share her enthusiasm and who pull together as they work towards achieving the core goals of improving teaching and learning and raising attainment. Strategies devised by the headteacher, such as agreeing aspects of teaching that are 'non-negotiable', are helping to achieve consistency of approaches and improve teachers' practice. This is particularly important as most of the teachers are still relatively inexperienced. Leadership responsibilities are still being defined and allocated. Some specific training has been organised to meet individual needs, but most leaders have still

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to develop the skills needed, for example, to monitor and evaluate the effectiveness of teaching and learning and plan for improvements. As a result, leadership tasks are not yet shared widely enough. Pupils' progress is now tracked and analysed more rigorously and enables the school to act quickly to tackle any underachievement. The school is thus able to promote equal opportunities satisfactorily, for example, by introducing measures to enhance boys' attainment. Pupils are taught to respect all people, regardless of their background or circumstances. The school promotes community cohesion satisfactorily. It is a close-knit community and reaches out to others, for example, by organising a Shakespeare festival for local schools. It has global links and suitable plans to form a partnership with a school whose pupils reflect more closely the diversity of life in Britain today. Safeguarding arrangements meet current requirements, with good practice evident in all aspects of the school's work. Quality assurance systems are well developed. For example, the Chair of the Governing Body monitors the effectiveness of the arrangements for school visits. This is one example of the governing body finding out about the school's work at first-hand. Such direct involvement is currently limited but is increasing through initiatives such as 'governor days' which include visits to classrooms and opportunities to discuss with staff particular aspects of school life. The governing body is aware of the school's strengths and priorities and meets its responsibilities satisfactorily.

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

Views of parents and carers

The proportion of questionnaires returned was above average. Parents and carers are nearly all happy with the school and are particularly pleased with the way in which their children are kept safe. The inspectors are not as content as parents and carers with the progress children make and the quality of teaching, judging both of these aspects to be satisfactory rather than good. A small number of parents and carers are concerned about the way in which unacceptable behaviour is managed. The inspectors judge behaviour to

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be good, even though a few pupils need help to manage their behaviour. The school has very clear systems for dealing with behaviour that is not good enough and inspection evidence indicates that staff follow these consistently.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kiveton Park Meadows Junior 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	29	45	1	2	1	2
The school keeps my child safe	38	59	26	41	0	0	0	0
My school informs me about my child's progress	33	52	27	42	3	5	0	0
My child is making enough progress at this school	33	52	28	44	2	3	0	0
The teaching is good at this school	33	52	28	44	0	0	0	0
The school helps me to support my child's learning	31	48	29	45	2	3	0	0
The school helps my child to have a healthy lifestyle	23	36	38	59	2	3	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)	31	48	24	38	2	3	0	0
The school meets my child's particular needs	30	47	30	47	2	3	1	2
The school deals effectively with unacceptable behaviour	25	39	30	47	4	6	2	3
The school takes account of my suggestions and concerns	24	38	32	50	4	6	1	2
The school is led and managed effectively	33	52	26	41	1	2	0	0
Overall, I am happy with my child's experience at this school	34	53	25	39	2	3	1	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 March 2011

Dear Pupils

Inspection of Kiveton Park Meadows Junior School, Sheffield, S26 5QT

Thank you for all your help during the inspection. I would particularly like to thank the pupils who took part in the discussion with me. Your comments were very useful and I was impressed by your mature and sensible points of view. The inspectors judge that yours is a satisfactory school. The main reason we made this decision is because you make satisfactory rather than good progress during your time at the school. Your headteacher and all the staff are very keen to make sure your progress improves and you reach higher levels in English and mathematics. To help them, we have asked the school to make sure that:

- you develop literacy and numeracy skills more quickly and are reminded to use these skills as well as possible in your work
- teachers mark your books so you know exactly how to improve your work
- you use your targets to help you reach the highest levels you can
- more of the teachers join in the tasks of checking on the work of the school and helping it to improve.

You can help by taking notice of your teachers' advice and always doing the best you can.

We were also pleased to note some good things about the school. These include:

- your behaviour and the work you do to help others
- the care the school takes of you, so you feel safe
- your knowledge of how to be healthy
- the interesting trips and activities the school arranges for you
- your attendance, which is above average
- your enthusiasm for sport, music and drama.

We send each of you our very best wishes for the future.

Yours sincerely

Rosemary Eaton

Lead inspector (on behalf of the inspection team)

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