

# Kilnhurst Primary School

## Inspection report

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<b>Unique Reference Number</b>	106878
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	363711
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Alan Lemon

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>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Brain
<b>Headteacher</b>	Mrs Susan Roberts
<b>Date of previous school inspection</b>	5 March 2008
<b>School address</b>	Hooton Road Kilnhurst, Mexborough South Yorkshire S64 5TA
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were observed involving nine teachers. Inspectors held meetings with parents, pupils, members of the governing body and staff. They observed the school's work, and looked at a range of school documentation related to keeping pupils safe, the assessment and analysis of pupils' progress and attendance as well as pupils' workbooks. One hundred and twenty-five inspection questionnaires returned by parents and carers were scrutinised as were those returned by staff and pupils.

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

- Whether the attainment and progress of pupils in Key Stage 1 is adequate.
- The reasons for variations in attainment and progress at the end of Key Stage 2 between boys, girls and pupils with special educational needs and/or disabilities.
- The progress of pupils with autism spectrum disorders based in the Autism Spectrum Disorder Resource.

## Information about the school

The school is smaller than the average-sized primary school. The number of pupils on roll has fallen since the last inspection but since September 2010, has started to rise. Almost all pupils are of White British heritage. The number known to be eligible for free school meals is below average. The school has a resource for 20 pupils with a statement of special educational needs identifying autism spectrum disorders. This makes the proportion of pupils across the school with special educational needs and/or disabilities above average and well above average for those with a statement of special educational needs.

The school has many awards for the quality of its work. Recent additions to these include the Basic Skills Quality Mark, the fourth award for Investors in People, Artsmark Gold and the Platinum Award for Enterprising Education.

**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?**

**2**

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

**2**

## Main findings

This is a good school in which pupils enjoy their learning and achieve well. Attendance is above average and behaviour is outstanding. A large number of pupils' parents and carers completed the questionnaire and the very large majority expressed positive views of the school. Leaders and the governing body have clear aims for the school and they know its priorities. These are pursued effectively by the whole school through good leadership and management. Among its first priorities are the care, guidance and support of pupils, for which provision is outstanding. The multitude of partnerships with schools, agencies and community groups makes an outstanding contribution to pupils' well-being. Safeguarding procedures are good and pupils are kept safe and secure in school and when away on trips. As a result, pupils feel safe to an outstanding extent, which is substantially underpinned by their knowledge and understanding of keeping safe. Staff are welcoming and they value each pupil. Pupils are self-confident, have a positive regard for each other and a good attitude to learning.

The profile of attainment at the end of Key Stage 2 is broadly average, although current Year 6 work indicates above average attainment in English and mathematics for a cohort who started Year 1 with broadly average attainment. This reflects school leaders' robust drive to raise attainment and is evident in the good learning and progress across the school. Each year group are on track to achieve challenging targets which would result in above average attainment. Detailed analysis of results at the end of Key Stage 2 reveals no significant difference in the performance of boys and girls. Past issues resulting in below average attainment by the end of Key Stage 1 have been resolved and the learning and progress of pupils currently in Years 1 and 2 are good. This is building well on the good start children have in the Early Years Foundation Stage. Pupils with autism spectrum disorder make good progress and, occasionally, some very substantial progress as a result of expert teaching and support.

Teaching is good as much has been invested in its improvement by leaders. Lessons are lively; learning is well paced and challenging. Activities are planned in detail to match pupils' different capabilities and thorough assessment gives a sharp focus to maintaining consistency in pupils' progress. There is good teamwork between teachers and their assistants in supporting learning, for pupils with autism spectrum disorder in particular. Over time, the severity of the autism and the complexity of the special educational needs of the pupils in the resource unit have increased. This challenges the school and autistic resource with regard to these pupils' contacts with other pupils. The most significant integration is social contact taking place in assemblies and at lunchtime. Historically, the potential for a higher level of integration for a greater number of autistic pupils has not been robustly explored. The school is positively committed to the integration of its autistic pupils and the recent improvements in provision and in the leadership and management of the autistic resource now offer greater potential.

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Effective leadership and management are embedded across the school and have been improved significantly by the development of middle management since the previous inspection. Monitoring is comprehensive and evaluation is thorough, especially in tracking pupils' progress. Arising from this, self-evaluation is accurate giving the drive for improvement sharp focus. Developments are systematically managed by a cohesive team of leaders who provide the school with a good capacity for sustained improvement. This is evident, for example, in the school's successful drive to raise attainment. The school is a cohesive community of stakeholders. It has plans to promote community cohesion with communities further afield than its local community. These are starting to take shape, although they are still at an early stage of implementation.

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

- Increase the opportunities for pupils in the autism resource to integrate in a wide a range of contexts with pupils in the main part of the school.
- Further promote community cohesion by building upon its current good practice and implementing in full its plans to develop links with a range of communities beyond the school and local community.

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

**2**

The majority of children start Nursery with skills that are below the levels typical for their age particularly in areas of communication, language and literacy. Across the school, pupils are curious, questioning and well engaged in learning. In lessons, they work independently, confidently and cooperate with each other, often using good initiative to solve problems. This represents the positive impact of enterprise in their learning opportunities. The development of workplace skills and financial awareness are strong features, preparing pupils well for the future. Pupils work neatly and methodically in English and mathematics, and currently they achieve particularly well in their writing and number work. Data for Key Stage 2 indicate boys' attainment was well below that of girls in 2010. However, the data include all boys of whom a significant proportion has autism spectrum disorder.

The progress of pupils with special educational needs and/or disabilities is closely monitored; they are well provided for and supported in lessons and make good progress. Additional support through interventions outside of lessons gives sharp focus to parts of learning these pupils find most difficult. Pupils with autism spectrum disorder are well settled in their classrooms. While their attainment is well below that expected for their age, they communicate confidently, enjoy working and they progress well by sustaining concentration and effort. Their work is neat and methodical. Some have made rapid progress in calculating with ever larger numbers. When mental calculations become too difficult, they use a number grid or number line method skilfully to solve problems.

Pupils are polite, show positive regard towards each other and adults and behave extremely well at all times. They contribute significantly to the school's calm, purposeful and safe atmosphere. In keeping safe, pupils learn road safety, cycle proficiency and internet safety, all of which they are very knowledgeable about. Pupils are enthusiastic in taking on the many available opportunities for responsibilities such as play leaders, 'buddies' and school council members. They understand the benefits of a healthy lifestyle in terms of choosing a good diet and staying fit and active. Playground leaders encourage

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activities at lunchtimes for which there is much enthusiasm. Involvement in sports during and after school is good. The many opportunities for personal development in school ensure pupils' spiritual, moral, social and cultural development is good. Pupils enjoy the many special events such as arts week, book week, music and drama club, which has a good multicultural dimension.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<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?

Teachers know pupils well and work effectively with classroom assistants to promote good learning and progress. Teaching is lively and pupils find it enjoyable: independent and practical work in particular. Only occasionally is it not well attuned to promoting good learning such as when pupils have to listen for too long and are offered too much information before they get down to work. Good opportunities are provided for pupils to evaluate their own progress and they are well advised on how to improve their work. Thorough assessment is used well to plan engaging and challenging lessons. Plans are effective in identifying the knowledge and skills pupils need to learn and these are taught systematically at the levels suited to pupils' capabilities. Teachers devise actions and implement support for pupils who they are quick to identify as not making the rate of progress expected including those with special educational needs and/or disabilities. Subject expertise is good and especially secure in English and mathematics. In the teaching of pupils with autism spectrum disorder, expertise is well developed and

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approaches are embedded that promote good learning. Communication and routines are clear to pupils, effectively helping them meet expectations.

The curriculum provides a good breadth of work and activities that interest and challenge pupils. It is well adapted to the needs of pupils in the autism resource. The curriculum is well extended through partnerships with businesses. In particular, opportunities for pupils to learn about and through enterprise activities are being developed into a substantial part of their learning opportunities. The integration of pupils with autism spectrum disorder and others in school has been approached tentatively and caution is not out of place.

However, there is no sufficient indication that the potential for more integration has been robustly explored.

Care and support are thoroughly embedded and the individual needs of pupils are well known and managed. Needs are kept under close scrutiny and discussed between staff regularly in pupil progress meetings. Pupils' welfare and personal development are high priorities. Attendance is effectively promoted. Pupils are kept safe through robust safeguarding measures and have a wide range of opportunities to develop as independent, well-rounded individuals, preparing them well for the next stage of education. Transition arrangements are outstanding for children entering, moving through and leaving school, including pupils with autism spectrum disorder going onto mainstream and special schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher sets a clear direction for the school and has raised expectations. Senior leaders are robust in embedding what is required to improve pupils' attainment and progress. They ensure the school is effective in promoting equality of opportunity and tackling discrimination as a result of the strengths in care, guidance and support in particular. In widening leadership by developing subject leaders and other middle management roles, the capacity for improvement has been strengthened. The school is able to take action over a wide front, implementing developments leaders identify from comprehensive monitoring and evaluation. The leadership and management of the autism resource are good.

The governing body is rigorous in fulfilling its statutory duties and is actively involved in monitoring the school's work. Members of the governing body have a clear view of the school's strengths and weaknesses and are effective in challenging and supporting the school. The school has a good relationship with parents and carers, encourages their involvement and consults them. They are kept well informed through the newsletter,

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reports, meetings and special events. Leaders have made many very profitable links with a wide range of organisations. Partnerships with a number of local schools contribute substantially to transition arrangements, the sharing of good practice and support for pupils with special educational needs and/or disabilities, autistic pupils in particular.

A comprehensive range of safeguarding policies and procedures are embedded across the school. Staff are trained to an appropriate level and are clear on their responsibilities to protect pupils from harm. The school is managed effectively to ensure pupils are kept safe and always feel safe. Pupils know how to report concerns when they have them. Good promotion of community cohesion is reflected in the school's positive ethos, the values it projects and the strong relationships within school and with the local community. However, the school recognises that there is scope to extend the promotion of community cohesion further. It has a good link with a school in Japan. Leaders plan to make a further link with a school in Africa and develop more national and international links.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage is good and is well led and managed. Teachers and their assistants are expert, experienced and are an effective team. Many children enter the Nursery class below the level typical for their age in some areas of their development, linking sounds and letters, reading, writing and calculation in particular. However, they quickly start to make good progress and this continues to the end of Reception as a result of the good quality of provision in all areas of learning. Teaching is good and is effective in ensuring children close any gaps in their literacy and numeracy skills. By the end of Reception class, the great majority of children are working securely within the early learning goals. Assessment is thorough and is used well in planning activities and keeping



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track of children's progress. This gives teachers and their assistants a good insight into children's learning and they can see clearly the progress each child is making.

Nursery children develop social skills well, sitting relaxed and attentive as a whole group and engaging with the teacher. They count up to 20 confidently and sing an alphabet song together. In the Reception class, children were fascinated by the sight and feel of a pet corn snake and listened intently to facts about how it lives. This provided a good opportunity for speaking and listening; children talked together to frame questions they then asked. Some overcame fear to step up and hold the snake. The Nursery and Reception classrooms and the outdoor area are used well and provide good resources and opportunities for children's development in all areas of learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

A total of 63% of parent and carers returned questionnaires, which is a very high response. The very large majority of those parents and carers agreed or strongly agreed with all of the statements relating to the school. The response of parents and carers are similar to the largely good and sometimes outstanding features inspectors found in the school. A very small minority of parents and carers expressed a variety of reservations but none that focused on a particular aspect of the school. Some believe unacceptable behaviour is not well managed. However, inspectors found pupils' behaviour to be outstanding which owed much to the school's success encouraging their good behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Kilnhurst 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	46	57	46	6	5	0	0
The school keeps my child safe	92	74	33	26	0	0	0	0
My school informs me about my child's progress	49	39	69	55	6	5	0	0
My child is making enough progress at this school	52	42	65	52	7	6	0	0
The teaching is good at this school	59	47	64	51	2	2	0	0
The school helps me to support my child's learning	52	42	66	53	5	4	0	0
The school helps my child to have a healthy lifestyle	49	39	68	54	7	6	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)	48	38	65	52	6	5	0	0
The school meets my child's particular needs	54	43	63	50	6	5	0	0
The school deals effectively with unacceptable behaviour	46	37	71	57	7	6	1	1
The school takes account of my suggestions and concerns	43	34	74	59	5	4	0	0
The school is led and managed effectively	56	45	65	52	4	3	0	0
Overall, I am happy with my child's experience at this school	66	53	54	43	3	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



19 May 2011

Dear Pupils

**Inspection of Kilnhurst Primary School, Mexborough, S64 5TA**

Thank you for the very warm welcome you gave us when the inspectors visited your school, and many thanks to the group of pupils who met with an inspector to discuss their views of school.

These are some of the important things that make your school a good school:

- The staff take outstanding care of you, support you extremely well which gives you strong self-confidence and prepares you for moving to secondary school.
- You feel very safe in school and know how to stay safe to an outstanding extent.
- Your behaviour is outstanding and you are always willing to be helpful and contribute to making your school successful.
- Teaching is good which ensures you make good progress and achieve well in your work.

I have asked the headteacher to:

- explore ways to allow those of you taught in the autistic resource time to be together with all pupils in the school
- strengthen the school's promotion of community cohesion by making links with schools in other countries in particular.

You might have ideas of how pupils in the autistic resource can enjoy time with you. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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