

Kirk Sandall Junior School

Inspection report

Unique Reference Number	106674
Local authority	Doncaster
Inspection number	377446
Inspection dates	5–6 October 2011
Reporting inspector	Ronald Cohen

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	281
Appropriate authority	The governing body
Chair	Liz Jeffress
Headteacher	Adrian Bagnall
Date of previous school inspection	15 June 2009
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons taught by nine teachers. Meetings were held with staff, pupils and representatives of the governing body. The inspectors observed the school's work, and looked at the school's improvement plans, assessment records, a sample of pupils' books and a range of policies including those with regard to safeguarding. Questionnaires from 104 parents and carers were analysed, together with those of staff and pupils.

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

- The progress made in mathematics by all pupils, particularly those with higher ability.
- Whether teaching and assessment contribute as fully as possible to pupils' learning.
- The extent to which leadership and management at all levels are driving improvement.

Information about the school

This is a larger school than average for its type. The overwhelming majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is much lower than that found nationally. The percentage of pupils with identified special educational needs and/or disabilities is below the national average, and there are fewer pupils with a statement of special educational needs than is usual. The school has achieved a number of awards, including the International Schools Award and the Activemark. The school is undergoing an extensive rebuilding and refurbishment programme, and although much is completed, building work still continues and restricts the use of spaces, such as playgrounds and the hall.

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. Pupils' achievement is satisfactory. The school provides good care, guidance and support for pupils, with the result that most aspects of their personal development are good. The very large majority of pupils enjoy school and feel safe in the calm and welcoming environment provided. Behaviour is good. A minority of pupils believe that it could be better, but most pupils and parents and carers who responded to the inspection questionnaire believe that behaviour is managed well. Most pupils have a good understanding of how to stay healthy. Pupils are proud of their school and are keen to make a good contribution to its development. Attendance is above average.

While pupils' attainment on entry to the school is currently above average, this has not always been the case. In previous years, attainment on entry has been average. The progress of all groups of pupils, including those with special educational needs and/or disabilities, is satisfactory. Pupils enjoy learning and are keen to do their best. They make steady gains in acquiring reading and writing skills but achievement in mathematics is not as strong.

Although some good and outstanding teaching was observed, there remains too much that is satisfactory, rather than good, for pupils to make good progress overall. Teachers do not consistently use their assessment of pupils' attainment to inform their planning and to ensure that activities are sufficiently challenging for all pupils. Teachers mark work regularly, but target setting for individual pupils is inconsistent. The provision of clear and regular advice in teachers' marking on how pupils should improve their work is also inconsistent. The curriculum is satisfactory overall, although pupils' personal development is promoted well through a rich range of activities in sport and music.

Leaders and managers are well motivated. The headteacher provides firm direction and recognises the importance of providing more opportunities for staff to share in leadership by contributing to self-evaluation and improvement planning and implementation. Members of the governing body visit the school regularly and provide support. The school makes a good contribution to promoting community cohesion, and pupils from all backgrounds get on well together. Monitoring and self-evaluation are mainly accurate and linked to identifying priorities. For example, there are effective development plans in place to improve the impact of curriculum planning on teaching, assessment and learning. There are signs that improvement in curriculum planning is beginning to raise pupils' attainment, but development has

been underway for too short a time for the impact to be fully realised. This means that the school's capacity for improvement is judged to be satisfactory.

Up to 40% of 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 achievement, especially in mathematics by:
 - helping pupils to know and understand their personal targets and how they can improve
 - providing opportunities for pupils to use their mathematical skills more often and to acquire confidence in problem-solving activities.
- Improve the consistency in the quality of teaching and the use of assessment so that both are good or better by:
 - increasing the pace of learning for all pupils to ensure they make best possible progress
 - providing more practical learning where pupils are actively engaged
 - using assessment more effectively to match learning to pupils' needs
 - ensuring that the marking of pupils' work helps them to know how they can improve
 - making better use of the evidence of pupils' progress to identify strategies to improve teaching.

Outcomes for individuals and groups of pupils

3

Pupils' achievement and the extent to which they enjoy their learning are satisfactory, and pupils make satisfactory progress. In 2011, attainment at the end of Year 6 was broadly average. This represents satisfactory progress for this cohort of pupils from their point of entry to the school. Current Year 6 pupils demonstrate, in their work books, attainment records and class work, that they are on track to attain levels above average for their age by the end of the academic year, and some are already at this point. Given that they entered the school with above average attainment, this also represents satisfactory progress. Pupils with special educational needs and/or disabilities make progress that is in line with other pupils and some make good progress. This is because of the effective use of additional withdrawal groups.

Pupils are keen to do well and apply themselves to their work. They behave well in almost all lessons. They concentrate well, whether working in pairs or independently, when the task engages their interest and challenges them sufficiently. When the activity does not provide appropriate challenge, the pace of work slows. In some lessons, higher ability pupils were not challenged by their work because it was not appropriate to their skills and understanding.

The very large majority of pupils feel safe within the school and know that there is someone to turn to if they face difficulties. Almost all pupils behave well around the

school and are polite and friendly to each other and to staff and visitors. Pupils are keen to adopt healthy lifestyles; they take regular exercise and eat a healthy diet. They are eager to take on responsibilities within the school, as members of the school council and playground helpers. Pupils contribute well to the wider community, for example, through links to the church, singing for elderly people, and raising money for local and national charities. The social, moral, spiritual and cultural development of pupils is good. Pupils have a clear awareness of their responsibilities on national and international levels, for example, by supporting the 'Children in Need' campaign and sponsoring a school in Kenya.

The development of pupils' skills for their future well-being is satisfactory. Pupils' basic skills in English and mathematics are satisfactory and they have good skills in information and communication technology. There are also opportunities for them to develop enterprise skills through a number of different initiatives. Pupils' satisfactory achievement, good behaviour and good attendance provide a sound platform for the next stage of their education.

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	2

How effective is the provision?

Teaching is satisfactory overall but the quality varies across the school. Just over half of the lessons observed were good or better. In satisfactory lessons, activities are not sufficiently challenging for pupils to make good progress, and there is a failure to match work carefully enough to the full range of abilities within groups. In some lessons, teachers spend too long introducing the topic so that pupils are not actively engaged and there is insufficient time for independent work. Where teaching was more effective, teachers set clear learning objectives and planned a good range of activities based on their knowledge of pupils' prior learning. Questioning was used effectively to assess learning and to extend thinking, and pupils were active rather than passive learners. Many pupils, but not all, know their target National Curriculum levels. However, the development of these into targets for specific knowledge and skills is inconsistent. Marking is regular and often includes supportive comments, but

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

the provision of clear advice on what pupils need to do in order to improve is inconsistent.

The curriculum is satisfactory. It has been revised recently and further developments are planned. A new thematic approach is making lessons more exciting. The use of grouping by ability for literacy and mathematics is helping to meet pupils' needs. However, there are still too few opportunities for pupils to use their mathematical skills and solve problems in different contexts. There is a good range of enrichment opportunities, which include diverse activities, such as visiting the local church and working with local Members of Parliament and councillors on matters of local concern. In addition, effective use is made of links with local organisations, including Doncaster Rovers Football Club, to enrich the curriculum, particularly in sports and musical activities.

The provision for care, guidance and support is good. A team of learning mentors, teaching assistants, the special educational needs coordinator and the inclusion officer is effective in providing coordinated support for pupils whose circumstances place them at most risk. There is clear evidence that this support has been effective in improving the life chances of individual pupils. Regular communication with parents and carers ensures a joined-up approach to any emerging problems. There are well-established links with the full range of support agencies to meet the needs of individual pupils.

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?

All leaders and managers are well motivated and show a strong commitment to pupils' personal development and well-being. However, commitment to raising pupils' attainment has only recently been set in motion. Senior leaders ensure regular self-review of provision and outcomes, for example, by using systems to track pupils' progress, and leaders at all levels are beginning to make a good contribution to this. Subject leaders work cooperatively to monitor and evaluate achievement. They contribute to improvement planning and to professional development. Meetings take place to review how well pupils are doing. However, these meetings are not systematic enough in the way they use evidence of pupils' progress to identify strategies for improvement, for example, by revising teaching methods.

The governing body provides satisfactory challenge and support and has a clear commitment to pupils, their families and the community. The school promotes community cohesion effectively because it knows its context well and provides good opportunities for pupils to learn about the range of cultures in Britain and elsewhere. The vast majority of pupils have an equal opportunity to learn and there is no

discrimination. Gaps between different groups' performance are closing and strategies are in place to overcome the few that remain. Pupils show a good understanding of how to keep safe and procedures for safeguarding are good; there is effective training and staff roles are clearly defined. The budget is managed efficiently and, taking account of the outcomes for pupils, the school provides satisfactory value for money.

These are the grades for the 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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The proportion of parents and carers who responded to the inspection questionnaire is slightly higher than average. Most parents and carers have positive views on the school and the provision made for their children. An overwhelming majority believe that the school keeps their children safe, meets their individual needs, and as one put it 'prepares them well for the future, as caring citizens'. Some parents and carers were concerned that the academic challenge, particularly for the higher ability pupils, was not always sufficiently robust. Inspectors found this to be the case in some lessons. A few parents and carers expressed concerns over the management of behaviour. Inspectors investigated this and judge that behaviour is good and that incidents of misbehaviour are well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirk Sandall 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	49	48	46	2	2	0	0
The school keeps my child safe	61	59	40	38	3	3	0	0
The school informs me about my child's progress	33	32	64	62	5	5	0	0
My child is making enough progress at this school	30	29	62	60	5	5	2	2
The teaching is good at this school	33	32	61	59	5	5	1	1
The school helps me to support my child's learning	34	33	60	58	8	8	1	1
The school helps my child to have a healthy lifestyle	36	35	64	62	2	2	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)	44	42	50	48	3	3	0	0
The school meets my child's particular needs	32	31	65	63	4	4	2	2
The school deals effectively with unacceptable behaviour	34	33	55	53	8	8	2	2
The school takes account of my suggestions and concerns	26	25	62	60	8	8	1	1
The school is led and managed effectively	36	35	57	55	7	7	1	1
Overall, I am happy with my child's experience at this school	46	44	51	49	4	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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"> ■ 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.



7 October 2011

Dear Pupils

Inspection of Kirk Sandall Junior School, Doncaster, DN3 1JG

The other inspectors and I enjoyed our visit to your school. Thank you for making us welcome. You contributed well to the inspection by being eager to talk with us. We found that your school is providing you with a satisfactory education. We saw that you enjoy being at school and these are some of the things we think you do well.

You are helpful to each other and your behaviour is good. Adults take good care of you and you say you feel safe in school. You have a good understanding of how to live a healthy life, for example, by taking exercise and eating fruit and vegetables. You enjoy taking responsibility, for example, by being members of the school council.

We have some recommendations to help your school improve further.

- We want you all to be helped to achieve a higher level, especially in mathematics, by using your problem solving skills more, and by knowing your targets better and how to achieve them.
- We would like teachers to plan lessons where you can all be active in your learning, where assessment is used to provide work that really meets your needs, and where your work is marked to show you what you need to do to improve.

I hope you all will work hard to help bring about these improvements.
Best wishes for the future.

Yours sincerely,

Ronald Cohen
Lead Inspector

