

Stainforth Kirton Lane Primary School

Inspection report

Unique Reference Number	106718
Local authority	Doncaster
Inspection number	377449
Inspection dates	3–4 November 2011
Reporting inspector	Philip Jarrett HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Carol Scorer
Headteacher	Audrey Wall
Date of previous school inspection	06 October 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 15 lessons, taught by eight different teachers. They held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at a range of other evidence including lesson plans, school policies, assessment data and case study files. They also looked at all the questionnaires completed by pupils and staff, and at the 58 questionnaires completed by parents and carers.

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

- Has the school been effective enough in improving attendance?
- What has been the impact of school actions to increase the consistency of teaching?
- How effective is the teaching of writing?
- Should girls be achieving more highly?

Information about the school

Stainforth Kirton Lane Primary School is a smaller-than-average primary school. Nearly all pupils are of White British background. The proportion of students known to be eligible for free school meals is above average. There is also an above-average proportion of pupils with special educational needs and/or disabilities. The school currently has around 5% of pupils from Traveller families. The school has received a number of awards including Healthy School status, the Artsmark Gold, and the Charter Mark for Inclusion.

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

Stainforth Kirton Lane Primary School is a good school with some outstanding features. Two comments from parents sum up the school's particular qualities: 'Children are at the forefront of everything' and 'Children are greatly cared for. It's just one big happy family.' Senior leaders have created a friendly and orderly environment where pupils feel very safe. Pupils trust the staff and form very good relationships with them and with other pupils. The school is especially successful in supporting pupils whose circumstances make them potentially vulnerable and helping them to grow in confidence and achieve well. Outstanding features include: pupils' behaviour; the quality of safeguarding; and communication with parents and carers.

The school is highly inclusive and caring. There is also a strong emphasis on raising attainment and improving teaching. Standards rose last year and attainment is broadly average at the end of Key Stage 2. This represents good progress from starting points in the Early Years Foundation Stage which are below national expectations, especially in aspects of literacy and communication. Results last year were better in mathematics than in English and pupils made stronger progress in mathematics. The school is addressing this issue well. It identified weaker performance in writing, and the teaching of writing has improved as a result of recent action, although pupils do not always have enough time to talk through their ideas in lessons before beginning to write. The school is also focusing on giving pupils more opportunities to develop their speaking and listening skills, for example, through making better use of role play throughout the school. This is beginning to work well, especially in the Early Years Foundation Stage, where staff model oral communication effectively, but needs to be implemented more consistently throughout the school.

Teaching is good. However, the quality of learning in lessons observed was variable during the inspection. Relationships are strong and pupils are very keen to do their best. The most effective lessons make use of specific and helpful learning objectives that provide a clear sense of direction but this is not consistent across classes. In the best lessons, teachers involve all pupils and check their understanding before moving on to the next task. The best marking is helpful in informing pupils about how to improve work. However, while some marking is immensely detailed, it does not always give pupils clear feedback on their next steps. The school has developed a systematic approach to teaching phonics, although lessons observed did not always succeed in meeting the needs of the wide range of ability in classes.

The school is well led. The headteacher has clear ideas about the school and the needs of its pupils. The curriculum has been developed imaginatively to engage pupils and currently motivates them to do their best. Supported by the staff, the headteacher has succeeded in creating a primary school at the centre of its community, where all pupils are equally valued and which is well supported by parents, carers and the governing body. There is a determination to raise standards further and an appropriate emphasis on enhancing teaching and learning in order to achieve this. Monitoring and evaluation are thorough and lead to a good, accurate view of the school's strengths and weaknesses although feedback to teachers sometimes lacks sufficient emphasis on pupils' learning and progress in lessons. The capacity for further improvement is good.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by improving:
 - the clarity and impact of learning objectives in lessons
 - the quality of feedback to pupils both in lessons and through marking
 - the emphasis on outcomes for pupils in the school's monitoring of teaching and learning.

- Raise achievement in English by:
 - a greater emphasis on developing speaking and listening throughout the school
 - ensuring that the teaching of phonics directly meets the needs of all groups of pupils within classes
 - providing time for pupils to talk through ideas before writing.

Outcomes for individuals and groups of pupils

2

Attainment in English and mathematics has risen over the past two years and is now broadly average at the end of Key Stage 2. Pupils make good progress overall as they move through the school. Boys and girls tend to achieve equally well. There are no disparities in progress between the different groups of pupils in the school. Pupils with special educational needs and/or disabilities make good progress as a result of well-planned and targeted support inside and beyond lessons, and because of the very positive learning ethos throughout the school.

Pupils have positive attitudes to learning and are very keen to please their teachers. They work sensibly and cooperatively in pairs. They are mostly confident when speaking to adults but sometimes lack the skills needed to explore their ideas through talk or to use Standard English in more formal contexts. They concentrate well and often show good maturity in working independently in lessons.

Behaviour is outstanding because pupils manage their own behaviour well and show very good respect and consideration for others. Pupils are friendly, polite and very accepting of others. All pupils, including the small number of Traveller children in the school, feel very welcome. The school is a very safe environment; the governing body and parents and carers described it as a 'safe haven' for many of the pupils.

The school works hard to achieve this. For example, there has been some very effective work to teach pupils about e-safety.

Pupils contribute very well to the work of the school through initiatives, such as reading partners, playground buddies, and the effective school council. The school also goes out of its way to consult pupils, for example, about the curriculum and the teaching and learning policy. There are numerous links with different parts of the village community and parents and carers are involved in working with their children, for example, in the gardening club. The curriculum emphasises life skills, such as managing money. However, many pupils struggle with aspects of literacy and oracy, and there are too few opportunities in lessons to solve problems, work in different groups and exercise leadership roles.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are engaged by a good range of active approaches in lessons. For instance, pupils in Year 6 developed a better understanding of the Second World War through visits, an interview with a senior member of the local community, and reading a novel set at that time. In several lessons observed, information and communication technology was used well to extend pupils' understanding. This included using a camera to support writing, podcasts and the new sensory room. In the best lessons observed, teachers' subject knowledge was good, reflected in effective questioning by teachers in mathematics. However, in some lessons, teachers did not monitor the progress of all pupils effectively enough.

The good curriculum has been directly designed to meet the needs of the pupils in the school. Indeed, pupils were involved in discussions about re-designing the curriculum and the choice of topics is regularly reviewed with them. As a result, pupils are motivated and show considerable interest in lessons. Pupils especially enjoy the trips that support each topic and benefit from the links made across lessons within the thematic approach. The curriculum is also designed to develop

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

their workplace skills, with elements including financial management and environmental understanding. English and mathematics are at the centre of the curriculum and attainment has improved as a result of this emphasis, although this has limited the time devoted to some of the other subjects. The curriculum is further enriched by a good range of clubs and occasional, intensive thematic days or events such as the Art Week.

The quality of care, guidance and support is outstanding. The school is a safe and welcoming learning environment for pupils. Staff provide high levels of support for pupils. Pupils are confident to seek out staff, especially the learning mentor, if they need to discuss problems. The large number of classroom assistants working in the school means that all pupils, particularly those with special educational needs and/or disabilities, receive extensive support. This support is of high-quality because of very good team work and effective planning. Traveller pupils are fully integrated into the life of the school and provided with very effective additional support when not in school. Pupils whose circumstances make them potentially vulnerable receive extremely knowledgeable and well-targeted support and often make very good progress. Attendance has improved and is currently broadly average because staff devote a considerable amount of time to monitoring and promoting good attendance and following up issues with parents and carers. There is a high level of well-being for all pupils. As one pupil remarked, 'The buddy bench is always empty because everyone has a friend.'

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, governing body and senior leaders ensure that this is a school where all pupils are cared for equally in a calm and friendly atmosphere. Effective leadership has ensured that attainment has risen over recent years and there is a strong desire that standards should improve still further. The current emphasis on enhancing teaching includes focused observations, external training and support, and the move to informal paired observations for teachers. A new policy defines effective teaching and builds on comments from pupils. A wide range of evidence is used to evaluate and support teaching although lesson observations tend to focus too much on teachers' activities and pupils' attitudes and not enough on learning and progress.

Parents and carers consider the school to be open and approachable. The school receives good support from the whole local community. Partnerships are strong. The governing body is hard-working and wholly dedicated in supporting the school but needs to extend its understanding of the full range of evidence about teaching and achievement in order to be more involved in setting the strategic direction of the school. Any potential discrimination is immediately tackled. Fairness for all is at the

heart of the school’s approach and it has created a strong sense of mutual respect and tolerance.

Safeguarding is particularly effective. The single central record is immaculate, health and safety requirements are all fully met, and policy documentation is utterly clear about procedures. Community cohesion is well promoted through a clear policy that provides helpful guidelines for staff and a good action plan. There is good understanding of the local community and its needs and a range of actions to develop pupils’, parents’ and carers’ understanding of issues. The school’s actions to monitor the impact of initiatives are less effectively identified.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children make good progress from below-average starting points in the Early Years Foundation Stage. They settle into the school well, form good relationships, and enjoy school. They learn to get along with one another, sharing resources and playing together well. Staff work very well together. There is considerable emphasis on encouraging children to talk clearly and discuss issues, and staff model language clearly to help them. Children learn to develop independence as learners in a supportive environment. Their progress is monitored well and this leads to effective transition from the Nursery to the Reception class, and then on to Key Stage 1. Outdoor provision has been well developed to support children’s learning on a regular basis. Good links exist with parents and carers through well-managed home visits and training provided in school. Self-evaluation is secure and enables the school to identify the correct priorities for improvement.

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 in the Early Years Foundation Stage	2

Views of parents and carers

The parents and carers who completed the inspection questionnaire were almost universally positive about all aspects of the school. For example, every single parent or carer who replied stated that they were happy, overall, with their child's experience in the school. Similarly, everyone agreed that their child enjoyed school and that the school dealt effectively with unacceptable behaviour. Several parents and carers especially commented on the caring way in which the school supported pupils with special educational needs and/or disabilities. One parent wrote to express some concerns about safety and security issues. These were investigated by the inspectors who concluded that pupils felt, and were, very safe in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stainforth Kirton Lane 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	69	17	29	1	2	0	0
The school keeps my child safe	42	72	14	24	1	2	1	2
The school informs me about my child's progress	35	60	23	40	0	0	0	0
My child is making enough progress at this school	34	59	18	31	1	2	0	0
The teaching is good at this school	38	66	17	29	0	0	0	0
The school helps me to support my child's learning	38	66	20	34	0	0	0	0
The school helps my child to have a healthy lifestyle	36	62	19	33	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)	33	57	20	34	1	2	0	0
The school meets my child's particular needs	35	60	21	36	0	0	0	0
The school deals effectively with unacceptable behaviour	30	52	25	43	0	0	0	0
The school takes account of my suggestions and concerns	31	53	23	40	1	2	0	0
The school is led and managed effectively	37	64	20	34	0	0	0	0
Overall, I am happy with my child's experience at this school	45	78	13	22	0	0	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	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 November 2011

Dear Pupils

Inspection of Stainforth Kirton Lane Primary School, Doncaster

The inspectors very much enjoyed meeting you all during the inspection. We felt that you were friendly and polite. You told us that you enjoyed school and felt safe. You said that you trusted the staff and talk to them if you have any problems. We found the school to be a very orderly place. Pupils are considerate and helpful to others. We found that behaviour was outstanding and there was no evidence of bullying.

You enjoy lessons and get on well with teachers. Teaching is good overall but we have suggested some ways in which it could be even better. This includes teachers giving you a clearer learning objective for the lesson and providing helpful feedback to you about how to improve your work. Standards have improved and are broadly average in English and mathematics at the end of Year 6. Results in mathematics were better than English last year so we have suggested some ways to raise standards in English, such as focusing more on your speaking and listening, better teaching of phonics, and giving you time to talk through ideas before writing.

Yours is a very caring school. The headteacher and others lead it very well. Parents and carers are very supportive of the school. The headteacher involves you in decisions and you also contribute well to the school, for example, through being reading partners, and to the local community. You accept other people and show a lot of respect for them. The staff value all of you highly and help you all to do well. Overall, we think that your school is a good one with some outstanding features.

Thank you again for your help during the inspection.

Yours sincerely

Philip Jarrett
Her Majesty's Inspector

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