

Kings Oak Primary Learning Centre

Bondfield Close, Barnsley, South Yorkshire, S73 8TX

Inspection dates

11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress and achieve well across the school. Increasing numbers are making outstanding progress.
- Attainment has risen from low at the last inspection to broadly average in English and mathematics by the end of Year 6. Improvement in reading and writing has been particularly strong.
- Teaching is good and there are examples of outstanding practice, particularly in the Early Years Foundation Stage and in Years 5 and 6. Teachers provide pupils with challenging and stimulating activities.
- Pupils say they are proud of their school and enjoy attending. Behaviour is outstanding and plays a significant role in the progress pupils make. Pupils feel safe and secure in school.
- The inspirational leadership of the headteacher and outstanding teamwork of staff and the governing body have been central to the school's good improvement since the last inspection.
- The actions of leaders and governors have improved the quality of teaching and raised attainment. Self-evaluation is robust and clearly shows what needs to be improved.

It is not yet an outstanding school because

- Teachers do not always ensure that pupils are actively involved in learning.
- Teaching assistants lack expertise in using information and communication technology (ICT) to enhance learning.
- Not all teachers are proficient in reflecting on how their practice might be improved.
- Pupils are not adept in applying their mathematical calculation skills to solve problems in real-life situations.

Information about this inspection

- The inspectors observed 23 lessons or parts of lessons, taught by 14 teachers.
- Discussions were held with the Vice-Chair of the governing body, parents, staff and groups of pupils.
- Inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined.
- Account was taken of the 4 responses to the on-line questionnaire (Parent View) in planning the inspection.

Inspection team

Melvyn Hemmings, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- Kings Oak is larger than the average size primary school and provides a range of extended services for pupils, their families and the wider community.
- It combines with a Children’s Centre. This is subject to a separate inspection and the report is published on the Ofsted website.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported through school action is above average. The proportion supported by school action plus or with a statement of special educational needs is average.
- Most pupils are of White British heritage.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- It has gained a number of national awards, including Sports Mark, and holds Healthy School Gold status.

What does the school need to do to improve further?

- Raise achievement further in mathematics by improving pupils’ skills in solving problems in real-life situations.
- Further improve the quality of teaching by:
 - maximising the time pupils are actively involved independently in their learning
 - developing the expertise of teaching assistants in using ICT to support learning
 - ensuring that all teachers are adept at reflecting on their practice and how they might improve it.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement from their attainment on entry, which is well below that expected for their age, is good. Increasing numbers are making outstanding progress because of targeted actions taken by leaders and the governing body to improve the quality of teaching.
- Children in the Early Years Foundation Stage make excellent progress because of outstanding teaching which ensures that their individual needs are effectively met. Close links with the Children's Centre enable children to quickly settle into the Nursery so no time is lost in developing their learning. They grow in confidence as they are encouraged to make choices for themselves and work co-operatively in pairs and small groups to complete tasks.
- Pupils in Years 1 to 6 make good progress overall. They have positive attitudes to learning, showing interest and enthusiasm in their activities. They enjoy working collaboratively, as evident when pupils in Years 5 and 6 were using a variety of source materials to write an eye witness account of the September 11 terrorist attack on New York in 2001.
- Progress in reading and writing has been particularly strong because of improvements made in the way pupils are taught to link letters and sounds and how to write expressively in a range of styles. As result, attainment in English is close to being above average.
- By the end of Year 6, pupils read fluently and expressively. They enjoy reading and talk enthusiastically about their favourite books and authors. Their writing is imaginative and captures the reader's attention in using a variety of styles, including poetry, narrative and instructional writing.
- Pupils have secure calculation and quick mental recall skills in mathematics. They are less adept at using these skills to solve problems in a variety of real-life situations.
- Disabled pupils and those who have special educational needs make the same progress as other pupils. This stems from their individual needs being identified early and well-targeted extra support being provided to ensure that these are met. Teaching assistants play an important role in furthering these pupils' development.
- There is no significant difference in the achievement and learning of different groups. Pupils eligible for the pupil premium make good progress because the funding is used effectively by leaders to promote their learning and development.

The quality of teaching is good

- Adults in the Early Years Foundation Stage have an excellent understanding of the needs of children of this age and provide activities that are challenging and stimulating. This was evident when children were taken on a walk around the school grounds and outdoor classroom to observe the changes occurring between spring and autumn. Adults work well as a team and use on-going assessments very effectively to promote children's learning.
- In Years 1 to 6, teachers plan successfully to meet the needs of different groups, including the most and least able. They provide interesting activities that capture and maintain pupils' interest. Teachers check pupils' progress regularly and ensure that they know how well they have done and how they can improve.
- Outstanding teaching was characterised by highly motivating activities that were extremely challenging for all groups and successful in ensuring that pupils investigated ideas for themselves. This was observed in a mathematics lesson for pupils in Years 5 and 6 in which they were working collaboratively to explain their reasoning and conclusions in solving problems.
- Teaching assistants are deployed well to further pupils' learning, particularly disabled pupils, those who have special educational needs and those for whom the pupil premium supports.

Their effectiveness is sometimes limited by a lack of expertise amongst support staff in using ICT to enhance learning during group activities.

- Teachers usually engage pupils effectively and ensure they have a high work rate. Occasionally, lessons are not planned successfully to maximise the time that pupils are actively involved in learning independently. Not all teachers are skilled in reflecting on their performance and how it could be improved.
- Training provided for teachers to improve their ability in developing pupils' reading, writing and communication skills has proved highly successful. It has resulted in a rapid and sustained improvement in English attainment over the last year.
- Teachers successfully promote pupils' social and moral development through high expectations of their behaviour and by providing many opportunities to work collaboratively. Spiritual and cultural development is effectively fostered by encouraging pupils to reflect upon their experiences and through work on exploring the beliefs and traditions of cultures different from their own.

The behaviour and safety of pupils are outstanding

- Pupils make an exceptional contribution to a safe, friendly and welcoming learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Pupils are extremely polite and courteous and show great consideration for others.
- Pupils have excellent attitudes to learning, showing determination to achieve as well as they can. They are willing to listen to and appreciate the views of others, even when different from their own. Their enjoyment of school is shown by their above average attendance, punctuality and comments such as, 'We are glad we come here and we don't want to leave'.
- The behaviour of pupils is exemplary. They have a very clear understanding of the different forms of bullying, such as physical and cyber-bullying, and say such occurrences are rare. They are confident that any such incidents will be dealt with promptly by staff.
- Some pupils have behavioural difficulties and, at times, find it hard to act responsibly. Teachers manage any such behaviour extremely well in order to minimise any disruption to learning. This has led to excellent improvement in behaviour over time, as evidenced by the school's behaviour logs and views of staff and pupils.
- Pupils say they feel very safe and secure in school. They have an outstanding understanding of how to keep themselves and others safe, which is very effectively promoted through the curriculum. They know about the dangers associated with road, water and railway environments and how to react if approached by a stranger.
- The willingness of pupils to take on responsibilities, such as being a school councillor, enhances the life of the school. In so doing, they very effectively develop their understanding of democratic processes and have a voice in how the school develops.

The leadership and management are outstanding

- The headteacher provides exceptional educational direction and her vision for further improvement is shared by all involved with the school. Morale is high, with all leaders and the governing body 'leading by example' and being extremely ambitious for the pupils.
- Rigorous and extensive monitoring enables the school to set very effectively focused plans for improvement. Actions taken by the school are carried out with precision. Evaluation of these actions is very robust and any necessary adaptations are made to ensure that targets are successfully met.
- The impact of professional development and performance management on pupils' learning is outstanding. Consequently, all staff have high expectations of their own and their pupils'

performance. This is exemplified in the increasing proportion of outstanding teaching and improvement in attainment.

- The school is highly committed to working in partnership with others and this makes an excellent contribution to pupils' achievement and development. A good example of this is the way the school works so effectively with the Children's Centre to prepare children for entry to school and to promote successful engagement with parents and carers.
 - The school places the promotion of equality of opportunity at the heart of all its work. As a result, pupils' experiences are positive and any unevenness between groups is minimal.
 - All statutory requirements relating to safeguarding are met. There is a comprehensive awareness of safeguarding issues among governors and all staff.
 - Staff model professional standards in all of their work and show high levels of respect and courtesy for pupils and others. Relationships at all levels are excellent and contribute very positively to pupils' learning and development.
 - The local authority provides light touch support for this good school.
 - The curriculum provides vibrant experiences for high quality learning and personal development. It is enhanced by a wide range of extra-curricular activities and visits to places of educational interest, such as to the Space Museum in Leicester. It effectively promotes pupils' spiritual, moral, social and cultural development.
 - **The governance of the school:**
 - The governing body is outstanding. Governors are extremely rigorous in holding senior leaders to account for its performance. They contribute very effectively to the school's self-evaluation and clearly understand its strengths and weaknesses.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134687
Local authority	Barnsley
Inspection number	402626

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	373
Appropriate authority	The governing body
Chair	Mrs Christine Martin
Headteacher	Mrs Alison Wilks
Date of previous school inspection	12 January 2010
Telephone number	01226 272740
Fax number	01226 341824
Email address	a.wilks@barnsley.org

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