

Kimberworth Community Primary School

Kimberworth Road, Rotherham South Yorkshire, S61 1HE

Inspection dates 19–20 September 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There are inconsistencies in the quality of teaching across the school. The quality of teaching ranges from inadequate to outstanding.
- The more-able pupils are often not challenged with their learning.
- The integration and use of information technology is not yet fully supporting the raising of standards in the classroom.
- Attainment in English and mathematics, whilst improving significantly, remains below national expectations.
- The quality of provision in the Early Years Foundation Stage is not strong enough so that all areas of learning, and especially literacy and mathematics, are fully represented.

The school has the following strengths

- The leadership of the headteacher and a strong senior leadership team have been able to improve the quality of teaching across the school from a low baseline.
- Relationships are strong across the school, which has allowed the adults within the school to provide consistent role models.
- The behaviour of pupils is good.
- The governing body through good guidance from the Chair of the Governing Body challenges the senior leaders of the school and has good impact on the strategic direction of the school.
- The use of the pupil premium grant is well managed and targeted at those vulnerable pupils that would benefit the most. As a result the impact of this provision has been good and well led.

Information about this inspection

- The inspection was carried out with half a day’s notice by two additional inspectors.
- Inspectors observed 10 teachers and higher learning teaching assistants teaching 15 lessons, of which two were joint observations with members of the senior leadership team.
- The inspection team made short visits to a series of phonic lessons (in which pupils learn letter patterns and the sounds they represent) and listened to a number of pupils read.
- Inspectors looked at pupils’ books, the school’s policies and plans, including the school development plan, the data tracking of pupils’ progress, records on safeguarding and attendance records.
- Meetings were held with pupils, members of the governing body and staff leaders at all levels.
- The views of parents were sought throughout the inspection. The inspectors also considered questionnaires from parents and pupils undertaken by the school and the responses from the online questionnaire (Parent View).

Inspection team

Michael Wintle Lead inspector

Additional inspector

Susan Twaits

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- The number of pupils known to be eligible for the pupil premium is well above national figures.
- Most pupils are of White British heritage and the numbers of minority ethnic groups is increasing.
- The proportion of pupils supported by school action is higher than average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is higher than average.
- The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.
- Since the last inspection the school's senior leadership team has been re-established. The headteacher was appointed in 2010.
- In 2012 the school was awarded the Basic Skills Quality Mark.

What does the school need to do to improve further?

- Improve the quality of teaching across the school to raise achievement and attainment by:
 - ensuring that all teachers develop and encourage pupils' independent learning skills
 - ensuring that all teachers use assessment information to plan activities which provide a sufficient level of challenge for pupils and especially for the more able
 - developing the quality of phonics teaching so that teachers are confident in delivering fast-paced lessons that fully engage learners
 - developing the provision of information and communication technology so that it is fully integrated into pupils' everyday learning.
- Strengthen the effectiveness of the Early Years Foundation Stage by:
 - making sure all areas of learning, and especially literacy and mathematics, are more fully represented in the early years curriculum
 - making sure that children are clear about what they are expected to learn when they play and learn independently.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter school with skills below those usually expected for their age. During their time in the Early Years Foundation Stage they make satisfactory progress, but the attainment of all groups is improving, especially in areas such as physical development and personal and social skills, because of accurate assessments and good provision. However, during their time in the setting there are missed opportunities to develop children's communication, language and mathematical skills. All the areas of learning are not fully represented.
- Historically, pupils have left the school with attainment which is well below what is expected nationally. The school has done much to raise pupils' achievement. Levels of attainment in Key Stage 1 remain low but the gap is closing with the national average and by the time pupils leave Year 6 they are achieving levels in reading which are broadly average, but writing and mathematics remain below average. Good tracking procedures and a clear understanding about what pupils need to improve are better supporting progress.
- In the best lessons, pupils make most progress when they are fully involved in their own learning by taking part in group work, discussions and working in teams. They start to take ownership of their own learning. Correspondingly, they respond with good behaviour. In one Key Stage 2 lesson in literacy with strong links to science, pupils made rapid progress because they were encouraged to set challenges that demonstrated their technical language with good opportunities for speaking and listening. They were challenged by high teacher expectations and cooperated well with each other.
- The more-able pupils in Key Stage 1 and Key Stage 2 make less progress. This is because lessons often fail to challenge them and teachers' expectations are low. There has been a significant increase in those attaining the higher levels at the end of Key Stage 2 but levels remain below national comparisons.
- Throughout the school, pupils develop their reading skills appropriately. Standards are broadly average by the end of key Stage 2, but the improvements in reading are held back by less-than-fully-competent teaching of phonics that is not allowing pupils to make accelerated progress lower down the school.
- Disabled pupils and those with special educational needs make good progress and receive the necessary support to ensure they do not fall behind with their reading, writing or mathematics skills.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because inspectors found teaching varies from outstanding to inadequate. The senior leadership team agree with this judgement and over the last two years they have striven to tackle weak teaching effectively and, as a result, the quality of teaching is improving quickly. There are examples of good teaching in most year groups, but there is not yet enough consistently good and better teaching to ensure that pupils across the school are able to make up for previous underachievement.
- The teaching of mathematics has improved, but where teaching needs improvement there is a lack of challenge that hinders learning. Teachers are not consistently using assessment information to plan suitable activities for all pupils and the more able especially are often held back and so make limited progress.
- Where teaching was good or better pupils worked well together and took control of their learning. In one good Key Stage 1 literacy lesson that was developing pupils' descriptive writing, the teacher was skilled in allowing pupils opportunities for collaborative learning and had high expectations of what all pupils were capable of producing, this resulted in good outcomes. Her questioning skills were good. Pupils learned new descriptive words and could explain what progress they had made. Where teaching is good or better, teachers

- challenge pupils' learning and use effective questioning skills that stimulate thinking.
- Relationships are strong and this has had a good impact on behaviour. Teachers and other adults know their pupils well and provide consistent role models for all pupils. This was a strength seen across the school.
- The school's ongoing pupil assessment tracking systems are very effective. Assessment of pupils' progress is thorough and underachievement is quickly identified. As a result teachers are now able to target the learning of groups of pupils, which has led to most pupils making at least satisfactory progress. There are well-embedded systems for teachers to give feedback to pupils, both orally and in their books. Marking clearly supports the pupils making progress by highlighting areas of strength and areas for improvement. One pupil in Key Stage 2 commented, that 'We all know what the teacher wants because she tells us in her marking. It helps me improve at my work.'
- Teachers and teaching assistants' phonics knowledge is growing and their daily input is having an impact across the school. However, further phonics training is required so that progress can be further increased.
- Pupils listen well to their teachers, but too few opportunities are provided for pupils to share their ideas, such as through paired talk or with collaborative tasks, which sometimes limits the progress they make. Occasionally in lessons, pupils do not have enough time to complete work or the opportunity to take responsibility for their learning. This slows the pace of learning and restricts pupils' progress. Information and communication technology is under-used across the school and does not support everyday learning.

The behaviour and safety of pupils are good

- The overwhelming majority of parents, carers and pupils feel the school is a safe and secure environment. Nearly all parents and carers felt that any bullying issues were dealt with effectively. The inspection team agree with this judgement. They found that pupils were confident that all staff deal with bullying issues well.
- Pupils are well aware of the different kinds of bullying and have a good understanding of safety. They say that staff take bullying seriously. Most pupils spoken to were proud of their school.
- Behaviour is good because the headteacher has worked very hard to establish a harmonious atmosphere and a clear understanding of rules and routines. She and her staff have been able to create a calm and purposeful atmosphere for learning.
- Pupils say that they are happy coming to school and feel safe. They demonstrate this through their attendance, which has improved over time and is now broadly average. The school gives clear messages to pupils, parents and carers about the importance of good attendance and punctuality.

The leadership and management are good

- The headteacher leads learning well. She 'leads by example' and has developed an effective leadership team who support and drive forward the vision for the school. The senior leadership team and the governing body provide good leadership to a committed staff. The senior leadership team knows the school well and has driven the improvements in attainment over the last two years. Leaders have ensured that the issues raised by the previous inspection have been addressed successfully.
- The school's own self-evaluation is good and the systems in place for tracking pupils' progress are comprehensive. Systems to support staff development, such as for performance management, are embedded closely to the school's Developing Excellence

Plan and is a comprehensive system to enhance school improvement. Of particular note is the effective way that the school uses the pupil premium so that pupils are supported in their learning. As a result the capacity to improve is good.

- Members of the leadership team have succeeded in developing a broad and balanced curriculum that matches the needs of most pupils and supports their progress. The curriculum promotes pupils' spiritual, moral, social and cultural development well. In particular, success is underpinned by rigorous procedures in which everyone plays a part in checking the effectiveness of the school's work.
 - The school has a very positive relationship with most groups of parents and carers, who say that they find school staff approachable and very helpful. The school promotes equal opportunities well and is very effective in tackling any form of discrimination. There is a good awareness of safeguarding issues among members of the governing body and all staff. The school is a very cohesive community and pupils from different backgrounds get on noticeably well together.
 - Procedures for ensuring pupils' safety and well-being are thorough and effective. Safeguarding policies and procedures are good and meet requirements. A careful watch is kept over pupils whose circumstances make them vulnerable.
 - The local authority provides 'light touch' support for the school, but support for teaching has been welcomed by the school and has resulted in better outcomes in reading, writing and mathematics.
 - **The governance of the school:**
 - The Chair of the Governing Body and other governor leads have started to challenge the school's senior leaders and this has resulted in new and successful initiatives such as the data sub-monitoring group that is now supporting the school in raising standards.
 - Some members of the governing body are familiar figures in the school. They have received good support from the leaders in monitoring and evaluating teaching and pupils' progress. As a result the school's management systems are robust and run smoothly.
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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	106845
Local authority	Rotherham
Inspection number	405061

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	215
Appropriate authority	The governing body
Chair	Cllr Simon Curry
Headteacher	Mrs M Tapp
Date of previous school inspection	6–7 October 2010
Telephone number	01709 740879
Fax number	Not Applicable
Email address	kcpmtapp@rgfl.org

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