

Keresforth Primary School

Keresforth Road, Dodworth, Barnsley, South Yorkshire, S75 3NU

Inspection dates 21–22 November 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the arrival of the current headteacher the school has improved rapidly. Children typically start in Nursery with below average levels of skills and knowledge. When pupils leave they have made progress better than that found nationally and achievement is good.
- Disabled pupils and those with special educational needs are monitored carefully. Through effective support they make good, and sometimes outstanding, progress.
- Most teachers have high expectations of their pupils. They have a clear view of individuals' progress and record this carefully to get the best from them.
- Behaviour is good and, as a result, little learning time is lost. Children feel safe and enjoy school.
- A period of instability in staffing has ended and everyone now shares a common ideal of creating a top quality school where pupils can do their very best. Teachers are given good support to develop their skills and effectiveness. Governors play an active role in supporting school improvement.

It is not yet an outstanding school because

- Not enough pupils reach the higher grades in English and mathematics.
- Teaching is not yet all of good or outstanding quality.
- The senior leadership team is still developing. Not all members have clear job descriptions or areas of responsibility.

Information about this inspection

- Inspectors observed a total of 14 lessons taught by seven teachers which amounted to seven hours of inspection time.
- They listened to pupils read and looked at samples of work produced by pupils in each class.
- Meetings were held with senior leaders, teachers, pupils and representatives of the governing body and the local authority.
- Inspectors considered 12 responses to the on-line questionnaire (Parent View), together with discussions and comments received from parents during the inspection. The views of staff and pupils were gained from discussions and from their questionnaire responses.
- A range of documentation was looked at in detail, including information on the progress of pupils, teachers' planning and assessment, curriculum developments and school improvement planning. Policies and procedures were checked, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Jonathon Yodaiken

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported at school action is below the national average, but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are eligible for the pupil premium (additional funding allocated to the school by the government for those who qualify for free school meals, are in the care of the local authority or have parents in the armed forces) is below the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Following the last inspection there was a period of instability in staffing, but this is now resolved.
- The school works in conjunction with an outstanding local school to support its further development and improvement.

What does the school need to do to improve further?

- Increase the proportion of pupils who gain the higher grades in national tests by:
 - sharing the practice of the most effective teachers in school through in-house professional development
 - observing outstanding practice in the partner school and learning from it
 - promoting the highest aspirations for academic success, reinforcing this through clear performance targets for teachers
 - supporting those few teachers whose practice is not yet good enough
 - training teaching assistants to give effective support to gifted and talented pupils.
- Develop and strengthen management in the school through:
 - ensuring that every senior leader has a clear job description that sets out areas of responsibility for which they are held accountable by the headteacher and governing body
 - strengthening the focus on leaders' responsibilities for supporting teachers in raising academic achievement
 - monitoring the effectiveness with which teachers who receive extra allowances contribute towards the process of school improvement.

Inspection judgements

The achievement of pupils is good

- The majority of Keresforth pupils make sustained progress at a faster rate than that found nationally. The only exception to this is the most-able pupils, not enough of whom yet achieve the higher grades in English or mathematics.
- Most children start in the Early Years Foundation Stage with skills and knowledge below the levels expected for their age. They make good progress and when they start Year 1 their skills are much closer to the level expected. They are well prepared for more formal education.
- This good progress continues in Years 1 and 2 where standards in reading, writing and mathematics reflect achievement that is generally around the national average. Standards vary from year to year because the numbers in any one group are small, so one pupil makes a big difference to overall percentages.
- By the end of Year 6 pupils have become confident learners and virtually all make, or exceed, expected progress. In recent years the standards reached by many have been significantly above the national average. From pupils' starting points this represents good progress even though attainment overall is sometimes lower than that found in other schools nationally.
- Pupils enjoy reading and this is encouraged in all lessons. As a result, pupils become confident readers and standards are above average. This supports their wider learning in areas such as communication, writing and mathematics.
- Up to Year 3 there is a dedicated daily time for learning letters and sounds (phonics). Additional support is also provided for those who find learning more difficult. As a result, pupils make good progress in reading.
- The school's recently introduced method of recording pupils' progress termly, clearly demonstrates the rising standards across the school. It also highlights those in danger of falling behind which, in turn, leads to individually tailored support to secure good progress.
- As a result, disabled pupils, those with special educational needs and those who benefit from the pupil premium are well supported because their individual needs are fully understood. They therefore make good, and sometimes outstanding, progress that helps them narrow the gap in achievement with their classmates.

The quality of teaching is good

- Teaching is generally of good quality right through from the Early Years Foundation Stage. There is some outstanding practice, reflected, for example, in high quality marking and assessment. Work in pupils' books is marked carefully with helpful suggestions for improvement and time for corrections to be made.
- Pupils have individual learning targets and there is a focus on helping them to meet these. Teachers use information on individual progress to ensure targets are challenging. This is supporting rising standards. Pupils know their targets and what they have to do meet them before moving on to the next one.
- However, not all teaching is of good quality, largely because a small amount lacks pace and challenge. The school has entered a partnership with an outstanding school to support professional development and raise the quality of teaching even further. It is also starting to disseminate its own best practice through staff development.
- This is promoting higher expectations and is beginning to lead to increased challenge for those pupils capable of reaching the higher levels. However, this is not yet consistent enough to help these pupils to maximise their full potential.
- Most teachers have high expectations and have become more skilled in helping pupils to work together in small groups or individually to develop their thinking and problem-solving skills. They often reinforce this through good questioning. Pupils enjoy their learning and lessons generally

reflect good pace and challenge.

- Computers and information and communication technology are used well to support learning. For example, children in the Nursery were seen using the interactive whiteboard, showing that skills in this area are developed right from the start.
- Planning is detailed and because teachers know the abilities of all their pupils they effectively meet individual needs. The school knows where pupils' skills are not so well developed, such as in extended writing, and puts in place actions to address any weaker areas.
- This enables disabled pupils, those with special educational needs, and those who benefit from the pupil premium, to make good progress alongside their peers. The additional resources provided are targeted specifically to maximise their impact. For example, additional tuition provides enhanced learning support and the funding also enables such pupils to participate in out-of-school activities and wider learning activities.
- Teaching assistants support teachers throughout the school and good teamwork reinforces pupils' learning. However, sometimes there is a tendency to intervene too readily with pupils, so they are not fully challenged. There is also a focus on providing support for those who have learning difficulties to the detriment of enhancing the challenge for the very able pupils.

The behaviour and safety of pupils are good

- Pupils, staff and parents all agree that the standards of behaviour in school are good. This is reflected in the positive way that pupils look after each other and in their welcome for visitors to the school.
- In a small number of classes younger pupils display very challenging behaviour. There are clear and well-implemented behaviour plans, backed up by enhanced levels of support, to help such pupils become more positive and develop their social and communication skills. By the time they reach Year 6 such pupils have largely learnt to manage their own behaviour.
- Similarly, there is general agreement that pupils are safe. They get on very well together and pupils say there is little bullying. When there are occasional disagreements pupils say that staff deal with this very effectively.
- Pupils have a good understanding of the different types of bullying and talk confidently about how they would respond to the dangers of cyber-bullying and the misuse of social networking sites.
- Since the last inspection the school has worked hard to raise attendance. This has been very successful and it is now above the national average because pupils enjoy school and are engaged in learning.

The leadership and management are good

- The school's sustained improvement since the last inspection, when the headteacher was new in post, reflects her drive and determination for excellence. After a period of turbulence in staffing there is now more stability and staff share the headteacher's vision. There is a determination to continue the process of improvement.
 - An effective leadership team has been created, although some members are relatively new to leadership and still developing their skills. Not all team members have equally clear individual areas of responsibility and accountability for school improvement and raising academic achievement.
 - The school has benefited from the support of the local authority; most recently in the support it gave in brokering the link with the local school which is helping Keresforth to raise its standards of achievement. As yet, not enough teaching staff have had opportunities to observe the outstanding practice in the partner school, nor the best practice in the school itself.
 - Systems to monitor the quality of teaching are rigorous and linked closely to the process of
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appraisal and performance management. Staff are aware of their accountability for pupils' progress and how this links with salary progression. Teachers on the upper pay scale are now being given additional responsibilities for school improvement, but this was not always the case and the monitoring of their performance has only recently started to be more rigorous.

- Effective self-evaluation leads to the identification of key priorities for continuing improvement. The effectiveness of this is reflected in the rising standards since the last inspection.
- The curriculum ensures that pupils can successfully develop their skills in reading, writing and mathematics. It is also broad enough to trigger the interests of pupils in wider learning, and knowledge about the world in which they live.
- The school effectively promotes the spiritual, moral, social and cultural development of the pupils. Colourful displays of art reflect other cultures and all pupils have the chance to develop musical skills. The way pupils get on so well together reflects positive social awareness.
- Most parents show strong support for the recent changes in the school and the links that the school has with them.
- **The governance of the school:**
 - Governors are more effectively involved in the process of school improvement than they were in the past. They are able to monitor finances because they receive good financial information. This includes a clear statement of the way in which funding such as the pupil premium is targeted specifically to support pupils for whom it is intended. They monitor the effectiveness of the headteacher, ensuring that she is given challenging targets for her own development. All statutory duties, including those for safeguarding, are carried out effectively. Through direct links between individual governors and curriculum areas, the governing body is an effective partner in the process of school improvement.

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	106582
Local authority	Barnsley
Inspection number	400849

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	187
Appropriate authority	The governing body
Chair	Maggie Clarke
Headteacher	Helen Otley
Date of previous school inspection	28 April 2010
Telephone number	01226 284147
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Email address	h.otley@barnsley.org

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