

South Kirkby Common Road Infant and Nursery School

Common Road , South Kirkby Pontefract , West Yorkshire, WF9 3EA

Inspection dates

28–29 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 because

- The quality of teaching is consistently good. Lessons are planned carefully to meet the needs of all pupils. As a result most pupils learn well and make good progress.
- The pupils are happy, feel safe and are very well cared for by the staff. They find their lessons fun and enjoy their learning.
- They behave well both in and out of lessons. They are polite and friendly. They get on well and are happy to work together. They are eager to learn and try their best to succeed.
- The Early Years Foundation Stage provides a very caring and happy place to learn where the children thrive, gain confidence and make excellent progress.
- The headteacher has high ambitions for the school, and together with the school leaders has brought about good improvements in pupils' achievement and the quality of teaching since the last inspection.
- Governors are very well informed and give the school strong support whilst at the same time holding it robustly to account.

It is not yet an outstanding school because

- Teaching is not yet enabling the pupils to make outstanding progress overall.
- The independent tasks set by teachers in some lessons need to have a sharper learning focus.
- The responsibility for the leadership and management of the school is not yet shared widely enough.

Information about this inspection

- The inspectors observed teaching in all classes and each teacher was observed at least once. This consisted of 12 observations in total over the two days. They also observed the children in the Early Years foundation Stage in their indoor and outdoor activities, as well as in focused lessons. The work in children's books and their Learning Journey books were also examined. The headteacher and the deputy headteacher both conducted a joint observation with an inspector.
- Inspectors spoke to a group of pupils and a group of parents as well as taking account of the five responses to the online questionnaire (Parent View) and two written responses sent into the school.
- Discussions were held with staff, the Chair of the Governing Body and a representative of the local authority.
- Inspectors looked at a number of documents including the school's checks on the quality of teaching, the school improvement plan and documents relating to the safeguarding of pupils.
- Inspectors heard readers from Years 1 and 2. They also looked at the school's system for checking pupils' progress in English and mathematics over the past three years as well as the current year.

Inspection team

Peter Martin, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- South Kirkby is an above average-sized nursery and infants school.
- The number of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported at school action is well below average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The large majority of pupils are White British and there are few pupils who speak English as an additional language.
- Since the last inspection, there have been several changes to staff and a new deputy headteacher has been appointed. The school hopes to appoint an additional assistant headteacher in the spring term.
- The school holds the Healthy School status.
- The headteacher is the head of the children's centre attached to the school, but this did not form part of this inspection and will be inspected separately.

What does the school need to do to improve further?

- In order to accelerate progress further and raise attainment, improve the quality of teaching so that more is outstanding by:
 - ensuring all independent activities have a sharper focus on what is to be learnt
 - developing the support staff's skills in using questions to help pupils get the most out of their learning when they are working independently.
- Further strengthen leadership and management to enable them to sustain and increase the pace of improvement by implementing their plans to share leadership responsibilities more widely.

Inspection judgements

The achievement of pupils

is good

- Achievement in the school is now good and improving. It has shown a steady improvement in reading and writing over the past three years and attainment is now broadly in line with the national average. Pupils achieve well in all subjects.
- A high proportion of children start the Nursery class with skills and abilities that are considerably below those that are typical of their age. They make outstanding progress through the Nursery and Reception classes where learning and achievement are particularly effective because of the high quality provision, particularly indoors. As a result children progress at a fast rate and in this last year started in Key Stage 1 with skills typical for pupils of their age.
- Good progress is maintained through Year 1 and Year 2 and the pupils leave the school with attainment that is securely average with attainment in reading being the strongest.
- The achievement of pupils with special educational needs and those who are known to be eligible for the pupil premium is also good. Their attainment is as good as similar pupils in the country and their progress is as good as the other pupils in the school.
- Pupils are reading often and more widely in school and at home and, consequently, making good progress in their reading. They are supported by the daily and effective teaching of letters and sounds (phonics).

The quality of teaching

is good

- Teaching is consistently good and improving.
- In the last three years, the school has completely revised its approach to teaching and learning. Learning in all classes is based on the very best principles of the Early Years Foundation Stage, which put great emphasis on providing practical experience and the development of independence in the pupils. This has had a good impact right across the school. Pupils' attainment has shown a steady improvement and good progress is now being made in all year groups.
- Pupils make good progress in lessons because the teachers set work to match the needs of individual pupils based on their good knowledge of pupils' different abilities.
- Teachers use different teaching methods and techniques to interest the pupils, develop their thinking and learning skills, and keep them fully focused on their lessons and eager to learn. For example, the school uses a method called 'steps to success' in lessons which helps pupils organise their learning and then afterwards, together with their teacher, use it to check for themselves how well they have done.
- The school's approach to teaching and learning is highly focused on the needs of the pupils and is organised in such a way as to develop pupils' ability to work independently and think for themselves. However, on a few occasions, when pupils are working on independent activities, they are not always sure of what they are to do. Sometimes these activities lack a sharp focus on what the pupils are to learn.
- Pupils are also encouraged to take on responsibility. In one class observed, one pupil was appointed as the 'Learning Detective' who went around checking that all her classmates were working as they should, whilst the teacher worked with a group of pupils.
- Most lessons have a good lively pace and are well organised so pupils learn quickly. Teachers have good subject knowledge and use questions skilfully to check pupils' understanding. However, sometimes these questions are only directed at individual pupils and the opportunity to check on all pupils' understanding is missed.
- In the best lessons, teachers constantly check on the pupils' progress, for example, in a mathematics lesson on doubling using number lines, pupils had an individual number line white board and pen and the teacher was able to quickly assess how well each pupil had understood

and was able to identify any who were having difficulties.

- Relationships are a strength in the school. Teachers talk to the pupils nicely, respond positively to their answers and give constant praise and encouragement. This creates an atmosphere in the class which encourages pupils not to be afraid to 'have a go'. As a result they show good attitudes to their learning and are eager to succeed. They told inspectors that lessons were fun and that they enjoyed learning.
- Support staff are generally well deployed. Well-focused additional support for individuals or for groups of pupils with similar abilities has resulted in pupils, especially those with special educational needs and those known to be eligible for the pupil premium making progress that is as good as or better than similar pupils nationally.
- All support staff are particularly good at relating to pupils and caring for them well. However, they do not always take the opportunities to ask pupils questions in order to extend their learning when they are involved in independent activities.

The behaviour and safety of pupils are good

- Pupils' behaviour is good in class and around the school. They get on well and play nicely together.
- In lessons, their behaviour is consistently good. They listen carefully to the teacher, are able to work together and listen to each other's views and show that they want to learn and to succeed. On the rare occasion when a pupil finds it hard to listen or presents some minor misbehaviour, staff respond quickly and positively without disrupting the flow of the teaching and learning.
- The school succeeds in encouraging pupils to behave well. Staff praise and encourage good behaviour and the school has a rewards system which celebrates good behaviour and achievement, through awards such as 'Star of the Day'. In an assembly observed during the inspection the headteacher introduced the new 'Friendship Stop' for the playground and talked to pupils about the importance of friendship, working together and respecting each other's opinions.
- Pupils feel safe at school and are very happy. They like their lessons and say that they are fun because, 'We do lots of good work.'
- They have a good understanding of bullying and say that there is very little in the school. Pupils are very confident that if they have a worry or a concern they can go to any adult for help.
- The views of parents confirm that they feel their children are very safe and well cared for in the school.
- Attendance is average. The school takes rigorous action to reduce absence.

The leadership and management are good

- The school's leaders have a clear view of how good the school can be and, backed by a very committed teaching staff, have the drive and determination to bring this about.
- The quality of teaching is rigorously checked and reviewed by the senior leadership team. Senior leaders are very skilled in evaluating the strengths of the teaching and identifying areas that need improvement. They put in place the appropriate training support to help teachers to improve. However, the school leaders and governors recognise the need to extend leadership responsibilities in order to sustain and increase the current good rate of improvement by extending the leadership team. They have plans in place to achieve this.
- The teaching staff are committed to continually improving their own skills.
- The local authority is fully involved in supporting the school and, together with other private providers, has supported the school with advice on how to improve many aspects of the school's work.
- The accuracy of the assessment and tracking of pupils' progress is exemplary. Leaders use data robustly to check on the progress of every pupil. At half-termly pupil progress meetings the next

steps that will help pupils improve are determined and planned for by the class teachers; the success in achieving these improvements is reviewed at the next meeting. This attention to detail has resulted in the steady improvement across all year groups in the school and ensured that every pupil has the same chance to succeed and make progress. This is a strength of the school.

- Arrangements for ensuring that teachers perform well are rigorous. Staff targets relate very closely to pupils' achievement and link very clearly with the priorities set out in the school improvement plan.
- The Early Years Foundation Stage is a strength of the school. Staff know the children well and because of their excellent assessment procedures they are able to ensure that every child makes the best possible progress according to their needs. The progress of the Early Years Foundation Stage children last year was outstanding.
- The school provides an exciting curriculum. It seeks to develop essential skills for learning through topics that engage the interest and curiosity of the pupils by matching them to their interests. As a result they can gain a good understanding of spiritual, moral and cultural issues and develop well socially.
- The school also provides a wide range of activities to enrich pupils' learning experiences. For example, the topic this term on 'The Jurassic Forest' got off to a good start with a visitor from the museum and, during the inspection, a performance by the Tutti Frutti Theatre Company caused pupils great excitement.
- The school establishes good and early relationships with parents. Parents are encouraged to come into class with their children and to be involved in activities and, if they wish, to speak with their child's teacher. Most parents have a very positive view of the school's work.
- The pupil-premium funding has been very skilfully used and targeted at raising the attainment of the pupils for whom it is provided. As a result these pupils make good progress and are now achieving better than similar pupils nationally.
- Safeguarding procedures meet all legal requirements. Safeguarding is well managed. The school site is secure and good procedures for ensuring the safety of its pupils are in place. For example, in the Early Years Foundation Stage, all risk assessments have been rigorously carried out and documented. There are daily checks of the toilets and hygiene routines are logged.
- **The governance of the school:**
 - The governors are highly committed to achieving the highest standards for the school's pupils. They are very well informed about the school's work and have a clear knowledge and understanding about the quality of teaching and support in the school. Performance management is robust and there are clear links between teachers' pay progression and the school's performance. They are fully aware of how the school has used the pupil-premium funding and of the impact it has had on pupils. While being fully supportive of what the school is trying to achieve, they hold the school robustly to account. Governors make every effort to keep themselves informed of changes relevant to their role through the support and training given by the local authority.

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	130864
Local authority	Wakefield
Inspection number	406380

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery and Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Norman Howe
Headteacher	Deborah Batty
Date of previous school inspection	8 November 2010
Telephone number	01977 723855
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