

Kiveton Park Meadows Junior School

Storth Lane, Kiveton Park, Sheffield, South Yorkshire, S26 5QT

Inspection dates 26–27 February 2013

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching is good overall and some is outstanding. Lessons are interesting and keep pupils busy.
- Attainment in mathematics and reading is above average and writing is improving rapidly. Pupils make good progress and achieve well.
- Pupils' personal development thrives in the very supportive and caring atmosphere of the school. Their behaviour and attitudes to learning are outstanding.
- The leadership of the headteacher has been a strong driving force in the significant improvements made since the previous inspection.
- Senior leaders and subject managers are an effective team and contribute well to school improvement. Their robust checks have brought good improvements to the quality of teaching and pupils' achievement. School leaders have worked very effectively with the local authority.
- The governing body has a good understanding of how well the school is doing and consistently challenges it to do better.

It is not yet an outstanding school because

- There is too little outstanding teaching and some aspects of teaching that need to be improved. Consequently, pupils' achievement is good, rather than outstanding.

Information about this inspection

- Inspectors observed 15 lessons and parts of lessons.
- Meetings were held with staff members, pupils, members of the governing body and a representative from the local authority.
- There were insufficient responses via Parent View for inspectors to gain a clear picture of parents' impressions of the school but account was taken of the results of a recent parent survey carried out by the school.
- Inspectors observed the school's work and examined a wide range of documentation including national assessment data and the school's own assessments, the school's own view of its work, local authority reports, curriculum information, minutes from governing body meetings and samples of pupils' work.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- Almost all pupils are White British in this smaller than average-sized junior school.
- An average proportion of pupils is known to be eligible for free school meals and supported by funding through the pupil premium. This funding also supports the children of service families and children looked after by the local authority. There are no pupils from either of these two groups in the school.
- The proportion supported by school action is average.
- An above average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- The headteacher is also head of the children's centre which shares the school site and which is inspected separately.
- The school meets current floor standards, which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school takes a leading role in helping other local schools to improve the teaching of reading.

What does the school need to do to improve further?

- Raise the quality of teaching further so that more of it is good and outstanding to raise achievement even further by:
 - ensuring that all pupils are more involved, on a daily basis, in assessing their own learning and deciding their next steps for improvement in all subjects
 - increasing pupils' use of computers and other technology in lessons to help them to learn more effectively by themselves.

Inspection judgements

The achievement of pupils is good

- When pupils enter Year 3 their attainment in reading, writing and mathematics, overall, is broadly average.
- The rate of progress has picked up over the past three years and there is now a trend of good progress throughout the school because the school has high expectations and sets challenging targets. Pupils begin every day with focused work to boost basic literacy and numeracy skills and correct previous work. This shows good results in the levels of pupils' confidence and ability to tackle writing and mathematics in other lessons.
- Pupils' attainment at the end of Year 6 shows continuous improvement since the previous inspection. Attainment in mathematics rose to above average in 2012. English also showed improvement on previous years. All pupils reached the expected level for their age in English overall. While reading was above average, writing was in line with the national average. However, this issue is being addressed successfully by the school and writing is improving rapidly for all groups of pupils.
- School assessments show that currently, most pupils throughout the school are on track to make good progress. Samples of pupils' work also show good levels reached in writing and mathematics, including pupils' handwriting and general presentation of work. In Year 6, pupils' understanding of number systems, multiplication tables and mental calculation is impressive.
- Reading is taught well from the teaching of phonics (letters and sounds) in Year 3 up to Year 6 where pupils have a wide range of interests, read fluently with good understanding and reach above average standards. This is one of the measures of the school's improvement as it now has a leading role in helping other schools within its learning community to improve their reading.
- Pupils known to be eligible for free school meals and who are supported through the pupil premium make good progress. In 2012, an attainment gap in English showed that the group did not do as well as others in the school. Currently, school assessments show that the gap has virtually closed. The trend is similar in mathematics. In 2012, the attainment gap indicated that pupils known to be eligible for free school meals were almost a year behind others in their mathematics' understanding. That gap also has closed significantly. This indicates the school's careful targeting of pupil premium funding and the good impact of measures taken to provide equality of opportunity for all pupils to achieve well.
- Disabled pupils and those with special educational needs make good progress. Their learning is managed well and high priority is given to checking pupils' progress and making sure that the best learning plans and good quality teaching are provided for them.

The quality of teaching is good

- Most teaching is good and there are pockets of outstanding teaching.
- Teachers' good knowledge of their subjects helps them to challenge pupils and take their learning forward at a good pace.
- The way teachers question pupils is good. Pupils are often asked to explain what they do. This helps teachers to assess learning during the lesson and iron out any misunderstandings so pupils can make better progress. Teachers' marking, especially in literacy books, is generally good. Nevertheless, the occasions when teachers involve pupils in assessing their own learning and deciding for themselves what to do next are too rare. One good example seen was when pupils were given a choice about whether to learn either on their own or with extra help from the teacher.
- Lessons are planned well and teachers make them fun for pupils by choosing interesting ways for them to learn. For example, one mathematics lesson was linked to science studies when pupils rotated a 'space shuttle' and plotted the coordinates as it 'landed' in its four quadrants.
- Teachers enliven lessons with their skilful use of electronic whiteboards. This keeps pupils on

their toes and helps them to learn more quickly. Pupils themselves, however, do not use computers and other technology routinely enough in lessons as a tool for learning and to help them to learn more effectively by themselves.

- Literacy and numeracy skills are taught well. There are good opportunities for pupils to write in different ways and for different purposes. There are samples of some excellent use of language in pupils' poetry and good imaginative writing stimulated by pupils learning, in science, about the planets. Pupils also have opportunities to use mathematics skills in different ways, notably when they learn about running a business as one of their enterprise activities.
- Teaching assistants plan with teachers and provide good learning support for pupils individually and in small groups. They know the pupils well and are sensitive to their particular needs.
- Teachers manage pupils well. Relationships in classes are very good. Pupils know that their contributions to lessons are valued by teachers. As a result, they are confident about 'having a go' and there is general agreement that everyone can learn from a mistake.

The behaviour and safety of pupils are outstanding

- Pupils' above average attendance and excellent punctuality are a measure of how much they enjoy school. Their attitudes to learning are excellent. They are extremely attentive in lessons and there is always a good show of hands when questions are asked.
- Pupils work very well with each other in lessons. They like to test their ideas on their partners and to come up with good answers to share.
- Pupils' spiritual, moral, social and cultural development is outstanding. Relationships are excellent. Pupils get on exceptionally well with one another whatever their background or circumstances and work hard to make sure that they are responsible and reliable at all times. They enjoy the opportunities that the curriculum gives them to be creative and to think about what they achieve.
- Behaviour around the school is outstanding. Pupils are well mannered in the dining room and show proper respect and reverence during assemblies. They are courteous towards adults and are frequently complimented for their conduct and behaviour in activities and visits outside of school.
- Pupils say that they are very well cared for in school and that they feel entirely safe. Parents agree with that view. Pupils understand the various forms that bullying can take, including cyber-bullying, and state firmly that there is no bullying or serious name-calling in their school. They are aware of possible dangers that they may face outside of school and have a very good understanding of how to deal with them.
- The headteacher, also as head of the children's centre, has established very strong links which bring positive benefits. It enables the school to reach out to families and provide additional help for pupils who may be considered potentially vulnerable. It also allows the school to track children's development from an early stage and be better prepared to meet their individual personal needs when they enter Year 3.
- Pupils contribute a great deal to the everyday life of the school. The school council is active so that every pupil has a say. Pupils carry out their various duties conscientiously. They are always polite and well mannered and are excellent ambassadors for their happy and welcoming school.

The leadership and management are good

- Due to the headteacher's strong and determined leadership the school has improved significantly in important areas of its work since the previous inspection. She is ably supported by effective and challenging senior leaders and the governing body.
- Issues from the previous inspection have been dealt with successfully. Plans for the school's future are clear and all staff, teaching and non-teaching, understand their roles in driving the school towards achieving its goals. Through careful assessment of their work leaders have an

accurate view of the school's strengths and what is still to be done.

- The school has worked successfully with the local authority to tackle its main issues. As a result of its record of improvement, especially in leadership, it is now seen as being able to continue to improve on its own.
- Since the previous inspection the management of teachers' performance has been central to school improvement. Leaders have tackled underperformance in teaching head on. Astute appointment to the teaching staff, underpinned by the high expectations set out in the Teachers' Standards and rigorous checking systems have successfully raised the quality from satisfactory to good. All teachers know how they are responsible for pupils' good progress and how this responsibility is linked to their salary progression. Leaders acknowledge that in order to move the school to outstanding the drive to improve teaching and achievement further must continue.
- Teachers' further training is planned well and has helped teachers to refresh their ideas and plan and manage a good curriculum. It ensures that pupils have the necessary literacy and numeracy skills to achieve well in other subjects. Pupils' learning is enriched well by a wealth of clubs, activities and visits to support both learning and their personal development. Pupils' skills in art and their enthusiasm for music and games are especially rewarding.
- **The governance of the school:**
 - The governing body knows the school well having data on pupils' performance and has worked equally hard with school leaders to bring about improvement. Relevant training has equipped it well with the knowledge and skills needed to challenge the school's performance and check its progress. It supports the school in equal measure through appointments of staff, for example, and over the successful management of pupil premium funding to provide equality of opportunity. Governors' links with leaders and subject managers ensure that they keep up to date with the school's progress and how well pupils learn. Statutory responsibilities are carried out efficiently. The school's finances are managed well and governors have a good overview of systems for performance management of teaching quality and salary progression. Safeguarding measures meet all government requirements and all relevant training regarding the safety and welfare of pupils is kept up to date.

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	106885
Local authority	Rotherham
Inspection number	405064

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Elaine Hall
Headteacher	Judith Elstone
Date of previous school inspection	15 March 2011
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