

# Kilnhurst Primary School

Hooton Road, Kilnhurst, Mexborough, South Yorkshire, S64 5TA

## Inspection dates

7–8 November 2013

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

## Summary of key findings for parents and pupils

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

- Pupils make uneven progress throughout Key Stages 1 and 2. They reach average standards overall in reading, writing and mathematics at the end of Year 6.
- The progress of boys in some classes is not as good as that of the girls.
- The quality of teaching requires improvement because it does not always take into consideration the different starting points of pupils. Consequently, pupils' progress is uneven. The most able pupils are capable of making more progress in reading, writing and mathematics.
- Many older pupils do not write in a joined up fluent style. In written work, the accuracy of spellings for many pupils in school is below that expected for their age.
- Leadership and management require improvement because despite recent improvement in pupils' achievement and in the quality of teaching not all the actions taken to ensure that these are at least consistently good have been successful.
- Leaders have not held teachers to account to ensure that the quality of teaching in lessons is consistently good or better.
- The governing body has not been rigorous enough in holding the school to account to ensure that rates of pupils' progress are consistently good.

### The school has the following strengths

- There is some good teaching. In the Early Years Foundation Stage, children make good progress as a result of provision which enables them learn rapidly.
- Pupils behave well and feel safe. They are polite, respectful and enthusiastic learners.
- The school's curriculum makes a good contribution to the pupils' spiritual, moral, social and cultural development.
- Pupils have good opportunities to take part in sport both within the curriculum and in extra-curricular activities. This makes a good contribution to their physical well-being.

## Information about this inspection

- The inspectors observed 12 lessons or parts of lessons. They listened to pupils reading in Key Stages 1 and 2.
- Meetings were held with senior and middle leaders, including subject leaders, the special educational needs coordinator and the Early Years Foundation Stage leaders. Inspectors met with five members of the governing body, pupils and a representative from the local authority.
- There were 10 responses to the on-line questionnaire (Parent View), which inspectors took into account. Questionnaires completed by 26 members of staff were also taken into account.
- Inspectors observed the work of the school and reviewed various documents, including the school's view of its effectiveness, tracking of pupils' progress, pupils' books and the performance management of staff. Documents relating to behaviour, attendance, school development and safeguarding were also considered.

## Inspection team

Robert Pye, Lead inspector

Additional Inspector

Henry Moreton

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The school has a specialist resource provision for pupils known to have autism.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average.
- The proportion of pupils with a statement of special educational needs or supported at school action plus is well above average.
- The proportion of pupils for whom the school receives the pupil premium is broadly average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Nearly all the pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school runs its own breakfast club.
- A new deputy headteacher took up post in September 2013.

### What does the school need to do to improve further?

- Improve the quality of teaching in order to raise standards and accelerate progress, especially that of boys and the most able, in reading, writing and mathematics by ensuring that:
  - the quality of teaching is consistently good or better  
work is neither too easy or too difficult and ensures that pupils, especially the most able make more rapid progress
  - lesson plans take into consideration boys' interests and that teachers regularly check how well boys are doing, especially in group or paired activities.
  - teachers' marking identifies appropriate spelling errors and ensures that pupils have opportunities to correct these in order to improve the quality of their work
  - pupils in Key Stage 1 learn how to form letters correctly and teachers in Key Stage 2 insist that pupils apply these skills in order to write in a joined-up fluent style.
- Improve leadership and management to accelerate the rate of improvement by:
  - more carefully checking the progress of pupils from their different starting points in reading, writing and mathematics and holding teachers more rigorously to account for pupils' rates of progress in these subjects
  - taking quicker and more effective action to eradicate any teaching that is less than good
  - increasing the rigour with which the governors hold the school to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Children join the school with skills and abilities that are typically below those expected for their age. Achievement in the Early Years Foundation Stage is good, because teaching has a positive impact on their learning. This means that by the end of the Reception Year most children's skills are similar to the standards expected for their age.
- Standards at the end of Key Stage 1 and Key Stage 2 are broadly average overall. Rates of progress in reading, writing and mathematics vary from year to year and subject to subject. As a result, pupils' achievement requires improvement. To illustrate this, Key Stage 1 writing and mathematics progress was good in 2013 with that of reading requiring improvement. In contrast in 2012, progress in reading and writing was good and mathematics required improvement. This variability between different subjects has also been evident in Key Stage 2 in the past.
- Unconfirmed results of the national tests for Year 6 and the school's assessment data all indicate that progress made by pupils in Key Stage 2 improved sharply in 2013. Progress in writing for this year was good. Teachers actively encourage pupils to read at home for pleasure as well as for purpose. Pupils use their average knowledge of letters and the sounds they make (phonics) to help them read word successfully and discuss their books with increasing confidence.
- The progress of boys is not consistently at the same level as that of girls. This is especially the case in Key Stage 1 and in Years 3 and 4. Likewise, in some classes, including the resourced provision, the most able pupils do not always make the progress of which they are capable.
- The progress of disabled pupils and those who have special educational needs overall has improved and in 2013 was above average.
- In Key Stage 1 and Key Stage 2, pupils' work shows that they do not yet spell as accurately as they should for their age. By the end of Year 2, some pupils have not grasped how to write letters correctly. This continues throughout Key Stage 2, with little evidence that pupils can join their handwriting up in a fluent style.
- Sport has a high profile in the school helped by the Primary School Sport funding. The work with the local high school has enabled many more pupils to access rugby and gymnastics as well as to develop circus skills.
- The school uses the pupil premium funding to support those pupils who are known to be eligible for free school meals. Their progress is not yet consistently good but is improving because the school is committed to ensuring every pupil has an equality of opportunity and has taken suitable action to close gaps in attainment between this group of pupils and others in the school.

### The quality of teaching requires improvement

- Teaching requires improvement because it is not consistently good or better. In some classes, teaching is not strong enough to promote good progress in reading, writing and mathematics at the same time.
- In a few lessons, including some in the resource provision, the pace of learning for the most able is too slow and not enough is demanded of these pupils in terms of the quantity and quality of the work they should produce. There is very little difference between the tasks set for the most able and other pupils. Consequently, the most able pupils complete tasks more quickly and have to wait for the rest to finish their work before a new challenge is set.
- Teachers often use paired or group work activities. This often results in girls taking the lead, both in providing ideas and recording the findings. When this happens, some boys will sit back and become less involved in the activity, resulting in them missing opportunities to extend their learning further.
- Phonics is taught regularly to help pupils read unfamiliar words. In most classes, teachers set regular spelling homework. However, whilst the overall quality of marking is improving, it is not

yet used effectively enough to promote accurate spelling for all pupils. In addition, handwriting skills are not taught sufficiently well by the end of Year 2 and some teachers in Key Stage 2 do not always insist on a joined-up fluent handwriting style.

- When teaching is good pupils learn well, quickly and make good progress. Teachers ensure that tasks are hard enough, interesting and fun. For example, in a Year 5 lesson, pupils became excited at the prospect of designing a school uniform. They examined and learnt about different types of material, their purpose and the technical language used by the clothing industry to describe these features. The teacher ensured that all pupils learnt well by checking progress at regular points in the lesson.
- Teaching assistants are used more effectively throughout the school to lead focussed support and to ensure that the most vulnerable groups, including the disabled and those with special educational needs, make at least the same progress as their peers. In the resource provision, skilled teaching assistants successfully work with small groups and sometimes preparing pupils on a one-to-one basis to ensure that the pupils are integrated well into the mainstream school.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour around school and in lessons is good. Pupils are polite, kind and get on well with each other. The pupils from the resource provision are integrated into day-to-day school life well. Behaviour is not yet outstanding because in lessons that involve group or paired work, the contribution of the boys is sometimes less than the girls.
- During 'Have A Say Monday', pupils gather in groups of different ages to reflect on many issues in their lives and the wider world around them. This resulted in the production of the school's 'Golden Rules', which in turn link to the school's successful 'Golden Time', that is used to promote good behaviour. Pupils settle quickly and learning is rarely disrupted. Behaviour was good during the inspection and school records show that this is typical.
- Pupils reported that they place their trust in the adults who care for them. They say that incidents of bullying and all forms of harassment are rare and that, if they did occur, they are dealt with swiftly and appropriately by teachers. This view was supported by parents who responded to the Parent View questionnaire.
- Pupils have a good sense of how to manage risk, including those associated with mobile phones and computer technology.
- Behaviour in the breakfast club was good.
- The importance of good attendance is communicated well to parents by the school. As a result, pupils' attendance is above average.

### **The leadership and management requires improvement**

- Leaders and managers have taken successful action to improve pupils' standards and progress and this resulted in good improvements in Key Stage 2 in 2013. However, leadership and management require improvement overall because there has not yet been enough improvement to teaching to secure consistently good progress across all classes and subjects.
- Systems to track the progress made by different groups of pupils are well established. This gives leaders robust information about how well the school is doing. Leaders act on this information and draw up suitable plans for the school's improvement, including linking specific targets for teachers as part of the annual procedures for reviewing their performance. Nevertheless, whilst this usually brings about an improvement in the targeted subject, in some classes the quality of teaching is not sufficiently strong enough to consistently improve standards and ensure good progress in all subjects.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well, through

reflective learning and music. Pupils enjoy the range of visits and additional activities that are provided. However, the curriculum requires improvement because it does not develop reading, writing and numeracy skills consistently well enough to make sure all pupils make good progress, and does not fully meet the needs of some boys and the most able pupils.

- The school is aware that the Primary School Sport funding to promote physical education is only available for a short period of time and have, therefore, spent the money on building long- term relationships with the local high school in order that new sporting arrangements can be sustained.
- Leaders work to promote equality of opportunity and make every effort to integrate pupils from the resource provision into the mainstream setting. However, progress for the boys and the most able still lags behind that of other pupils. The school has also provided additional provision in the form of teaching assistants and resources for those on the pupil premium funding. This has led to improvements in the attainment gap for this group in most year groups.
- The local authority has provided 'light touch' support, but has an accurate view of the school's position.

■ **The governance of the school:**

- Governance requires improvement. Governors do not have a collective understanding about how well the school is performing. Teaching has not been evaluated in the light of rates of pupils' progress over time in comparison with national figures. Data has been examined, but too little account has been taken of the variations between the performance of groups and individual subjects in measuring pupils' overall progress. Senior leaders have not been held to account rigorously enough. Although teachers' performance is monitored, not enough intervention has taken place when the impact of teaching over time has required improvement. The governing body manage the finances well and ensure that safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	106878
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	426004

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Hulley
<b>Headteacher</b>	Susan Roberts
<b>Date of previous school inspection</b>	17 May 2011
<b>Telephone number</b>	01709 570590
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