

Kexborough Primary School

Ballfield Lane, Kexborough, Barnsley, South Yorkshire, S75 5EF

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- The Executive Headteacher and the Head of School have successfully given high priority to training and supporting staff in order to improve the quality of teaching and raise pupils' achievement.
- From their starting points, all pupils are now making good progress and a few pupils make outstanding progress.
- The quality of teaching is consistently good and an increasing amount is outstanding. As a result, currently pupils are making rapid progress.
- The Early Years Foundation Stage is a strength of the school because children develop a love of learning.
- At the end of Year 6, standards are currently broadly in line with the national average and this represents good achievement from pupils' starting points.
- The behaviour of pupils is good.
- Pupils say that they feel extremely safe and well cared for in school.
- Attendance has improved and is now above average.
- Governors provide rigorous challenge and support to both headteachers and are fully involved in raising the quality of teaching and pupils' achievement.
- All staff and governors have a determination to make the school outstanding. As a result, the school is well placed to continue to improve.
- Parents overwhelmingly value the work of the school. Typical comments from parents are, 'This is a fantastic amazing school' and 'We can't praise the school enough.'

It is not yet an outstanding school because

- The proportions of pupils making more than expected progress could be higher.
- Not all teaching sufficiently challenges the most able pupils, nor do some pupils move on to harder work quickly enough when they are ready.

Information about this inspection

- Inspectors observed 16 parts of lessons, including one observed jointly with the Head of School.
- In addition, inspectors reviewed pupils' written work in their books and listened to a number of pupils read.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks.
- Inspectors held meetings with two members of the governing body, senior leaders and pupils. A representative of the local authority also spoke with one of the inspectors.
- Inspectors looked at a number of documents, including the school's view of its own performance, the development plan, the minutes of governing body meetings, records of lesson observations and safeguarding information.
- Inspectors examined Ofsted questionnaires completed by school staff and 32 responses to the on-line questionnaire (Parent View). Several letters from parents were also taken into account

Inspection team

Barbara Martin, Lead inspector

Additional Inspector

Peter Bailey

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for support through the pupil premium funding is below average. The pupil premium funding is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils or those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The Executive Headteacher was appointed in September 2012 and works in school one day each week. The Head of School joined the school in November 2012 and works permanently in the school.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding, in order to increase the proportion of pupils making better than expected progress and to raise standards further by:
 - making sure that pupils, especially the most able, always receive work that challenges them
 - ensuring that pupils who understand their work move more quickly onto their next task
 - sharing the outstanding practice that already exists in the school and in other schools.

Inspection judgements

The achievement of pupils is good

- During their time at this school, almost all pupils from their individual starting points make good progress. Overall, standards in all subjects have been improving over the past two years after a dip in performance following the previous inspection.
- Children enter the Early Years Foundation Stage with skills that are well below those typically expected for their age. Children make very good progress and settle quickly because of good teaching and the careful nurturing they receive. There is a strong emphasis on developing children's social, reading, writing and speaking skills. Children leave the Reception class with variable standards. In 2013, a minority of children entered Year 1 with skills below those expected. This year more children are on track to enter Year 1 with skills broadly typical for their age.
- Despite improvement from the previous year, in 2013, in the end of Year 2 national assessments, standards were broadly average for all pupils except in mathematics, in which standards were below average, due to fewer pupils gaining Level 3 in this subject. At the end of Key Stage 2, standards were broadly average in the Year 6 national tests, except in reading in which they were below average. Too few pupils gained the higher Level 5.
- Rapid progress continues across Years 1 and 2 and the school's information and other inspection evidence show that mathematics is no longer a weaker aspect and that pupils' standards are now above average in all subjects. In 2013, a large majority of pupils reached the expected standard in the Year 1 check on their knowledge of letters and sounds (phonics). This was a higher proportion than found nationally. This success was linked to the consistent approach of teaching of letters and sounds in the Early Years Foundation Stage and in Year 1.
- The school's tracking of Year 6 pupils' standards this year indicates that attainment has improved and is now at least average, with more pupils who are securely working within the higher levels. Reading is no longer a weaker subject in Key Stage 2. This is the result of better teaching, focussed support and effective leadership.
- In reading, a higher proportion of pupils are now making better than expected progress than similar pupils nationally. Pupils in Key Stage 2 are confident, fluent readers. Pupils of all ages read for enjoyment and many pupils read books by their favourite authors at home. The regular sessions in which teachers read and discuss various aspects of books have helped to improve pupils' reading skills and understanding of different styles of writing.
- Standards in mathematics have risen this year compared to 2013. Currently, most pupils are making more progress than in 2013, and a few pupils are working securely within the high Level 6 this year.
- The achievement of pupils supported by the pupil premium, including those known to be eligible for free school meals, is good. At the end of Year 6, in 2013, they made similar progress in writing and mathematics compared to similar pupils nationally and other pupils in the school, but not in reading. In reading, this group of pupils were approximately two terms behind other pupils in the school. However, this year, as a result of the overall improvements made by pupils in reading and additional targeted support, the attainment gap in this subject is closing rapidly.
- Pupils with a statement of special educational needs and those supported at school action and school action plus, make good progress. This is because of the effective guidance they are given by teachers and teaching assistants.
- Overall, the most able pupils are making good progress across Key Stage 2 in reading, writing and mathematics. However, there are some missed opportunities to extend their learning and this limits their ability to progress even more rapidly. There is still scope for a higher proportion of these pupils to reach the higher levels at the end of Year 2 and Year 6.
- Overall, there is little difference in the progress made between groups of pupils in the school. This clearly demonstrates the school's commitment to and success in tackling discrimination and promoting equality of opportunity for all pupils.

The quality of teaching is good

- Typically, teaching is now good and some is outstanding. Teaching has improved rapidly over the last two years as a result of a strong programme of support and training put in place by both headteachers. This improved teaching is strongly impacting on pupils' more rapid progress in English and mathematics.
- In the Nursery and Reception classes, children have an excellent start to their education. They make very good progress because of the effective teaching and the wide-ranging interesting activities provided both indoors and outside. They enjoy learning. Children enthusiastically follow their own interests when playing independently. Their fascination and excitement in learning was demonstrated when children excitedly rushed towards an inspector, saying, 'Look this is me in this picture yesterday, I did this all by myself,' and, 'I have made a machine that will give you anything you want.' There is a strong focus on developing children's language and mathematical skills in all their activities.
- Teachers have secure subject knowledge and use questioning effectively to test pupils' knowledge and skills. Teachers use information about how well pupils have learned to help them plan future work at the right level for pupils. Excellent relationships and the way in which teachers organise classrooms, help pupils to learn well.
- The school acknowledges that in some lessons the opportunity to speed up pupils' progress even further is limited when activities do not challenge the most able pupils sufficiently. Pupils sometimes repeat tasks more often than they need to and do not always move onto their next task quickly enough. This slows their learning.
- Literacy is taught well and pupils make good progress in writing and reading. A contributing factor to this success is that many opportunities are provided to extend at length pupils' literacy skills in different subjects. An example of this was observed in a Year 5 class, where pupils acted out the scene in which Macbeth kills the king. This helped pupils to think of descriptive words to describe how they were feeling and to describe the setting on that fateful night.
- The school has recently introduced a highly-structured programme to drive improvements in pupils' reading skills across the school and this is proving to be effective. It successfully addresses the gaps in pupils' phonic knowledge and gives them strategies to learn new words with confidence.
- The teaching of mathematics has improved. Pupils are helped to develop a wider mathematical language and provided with more opportunities to apply their numeracy skills to solve problems in different ways and settings.
- A very strong feature of teaching is the contribution made by the skilled teaching assistants. They effectively support those pupils who find learning difficult. This targeted support enables these pupils to learn well.
- Homework is given on a weekly basis to pupils in both Key Stages 1 and 2. It consolidates well the learning that takes place in school.
- Marking is of a good quality and is used effectively by all teachers. Teachers helpfully identify the next steps in pupils' learning and increasingly provide time in lessons for pupils to act on the advice they are given in marking.
- A very large majority of parents believe that their children are well taught.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are proud of their school and this was seen in the tidy cloakrooms, the way that pupils took care of the school equipment and the speed with which they helped teachers tidy up at the end of lessons.
- Pupils' enjoyment of school is shown in their improved attendance, which is now above average. Pupils are eager to get on with their work and this contributes to the strong progress that they

make. Pupils say that, 'Teachers are really friendly,' and that, 'you are allowed to contribute towards the fun learning.'

- Pupils' behaviour in and outside lessons is good. Inspectors noted pupils moving around the school in an orderly quiet manner and observed pupils at break enjoying a time when they could socialise in a pleasant way with each other.
- Pupils are polite and courteous at all times and form excellent relationships with each other and adults. One member of staff said that during the two years she had worked in the school she had never had to open a door because pupils always opened them for her. Inspectors received the same courtesy from pupils.
- Pupils say that behaviour is normally good. They described it as, 'Not the best, but it is good.' They said that if on the rare occasion a pupil did misbehave in a lesson, it would be dealt with quickly. Staff manage behaviour consistently well in lessons.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe in school because of the excellent care they receive from adults. They also said that they are confident to seek help, should they need it, from any adult in school. Teachers were described as 'nice' and, 'there to help you if you need help.'
- Pupils are effectively taught how to identify the potential dangers associated with strangers, roads, railways, water and the use of the internet.
- Records overtime support the fact that name calling and incidents of bullying are rare. Pupils talked about the various types of bullying but did not have a clear understanding of homophobic bullying.
- The school succeeds in encouraging pupils to behave well. There have been no exclusions since 2011.
- Spiritual, moral, social and cultural learning is threaded through the curriculum, and as a result, pupils have an awareness and respect for the variety of cultures and variety of beliefs. They also know the difference between right and wrong.
- Parents and staff rightly believe that pupils are well behaved, feel safe and are looked after well.

The leadership and management are good

- When the Executive Headteacher and The Head of School took up post, they quickly identified that the quality of teaching and pupils' achievement were not as good as they should be. They put effective systems and procedures in place which have rapidly improved the school.
- Both headteachers show great determination in driving forward improvements in teaching and learning and speeding up pupils' progress. Staff share their view of how successful the school can be. The school's recent and accurate information about pupils' performance shows that pupils are on track to continue to make better progress and attain higher standards over the next two years.
- Senior leaders provide focussed professional development for all staff especially those newly qualified or at an early stage in their career. Teaching requiring improvement has been effectively supported. As a result, the quality of teaching in English and mathematics has improved considerably over the last two years.
- Middle leaders are clear about their duties and responsibilities. They are effectively checking the quality of teaching in English and mathematics. They have successfully introduced new teachers to the school's way of doing things in these subjects.
- Effective procedures are firmly in place to check how well the school is doing and to identify areas for improvements. Pupils who are not doing as well as they should be, therefore, quickly identified and given extra support. This strong focus on checking pupils' progress ensures that those with special educational needs and those eligible for the pupil premium, make at least good progress throughout the school.
- Leaders' judgements about the school's performance are exceptionally accurate. The detailed school development plan accurately focuses on the areas needed to improve the school even

further.

- Performance management is well managed through effective appraisal, and pay awards are dependent upon teachers' performance in relation to pupils' progress. Training is directly linked to school improvement.
- Pupils find the curriculum interesting and exciting, promoting their love of learning. The development of pupils' basic English and mathematical skills are central to teaching and learning across the school. Provision for pupils' spiritual, moral, social and cultural development is good and evident in many lessons. The subjects taught are enhanced by many extra-curricular activities, such as visits out of school and after-school clubs, which deepen pupils' enjoyment of learning.
- The primary school sports funding is targeted to provide more sporting opportunities for pupils, through better trained teachers, professional sports coaches and more resources. These are ensuring pupils are taught skills more effectively and have more opportunities to participate in sporting events involving other schools. As a consequence, pupils are developing healthier lifestyles.
- The pupil premium funding has been used successfully to provide targeted additional support to enable this group of pupils to access the whole curriculum.
- A very large majority of parents say that the school is well led and managed.
- The local authority has confidence in the school's leaders and their ability to carry on making improvements. The school evaluation officer submits termly reports on the school and attends the half-termly governors' standards meetings.
- **The governance of the school:**
 - Governors are knowledgeable and have a clear and accurate understanding of the school's strengths and areas for development, including the quality of teaching and how the school's performance can be improved. They have a clear understanding of their duties, they ask the right questions and analyse data confidently. They are well informed about the school's performance and the progress pupils are making. They make a strong contribution to school improvement by supporting and challenging school leaders where necessary. Governors are involved in monitoring teachers' performance and ensure that teachers' effectiveness is clearly linked to pay and career enhancement.
 - The governing body knows how the pupil premium funding is spent and understand the difference it has made to pupils' performance. Governors have ensured that the extra funding for sport has increased the range of sporting activities on offer and is developing teachers' skills further. All statutory duties are met securely, including ensuring that the school's 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

Unique reference number	106623
Local authority	Barnsley
Inspection number	443988

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	240
Appropriate authority	The governing body
Chair	Sara Shaw
Executive Headteacher	Sharon Rossides
Date of previous school inspection	19 October 2009
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