

# Stainforth Kirton Lane Primary School

Thorne Road, Stainforth, Doncaster, South Yorkshire, DN7 5BG

**Inspection dates** 11–12 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides clear and rigorous leadership. She is well supported by a strong team of staff and an effective governing body. As a result, the quality of teaching and learning is good and pupils and their parents are proud of the school.
- Pupils of all abilities, including disabled pupils and those with special educational needs, achieve well throughout the school in reading, writing and mathematics. They work hard and present their work well.
- Pupils' achievement and the quality of teaching continue to improve.
- Provision in the early years is good. Children enjoy learning and are well prepared for their future education.
- The overall quality of teaching is good. Teachers' expectations are high. Teaching assistants are deployed effectively to boost pupils' learning. Marking and feedback are used well to help pupils improve their work.
- Pupils are well behaved, polite and friendly. They take pride in their work and good care of one another.
- The curriculum is well planned and successfully promotes pupils' spiritual, moral, social and cultural development. Pupils participate in a wide range of stimulating creative and sporting activities, which contribute to their good behaviour and positive attitudes to learning.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. As a result, pupils do not always make rapid progress and reach the highest standards they could.
- Sometimes teachers set work for pupils which repeats learning they have already acquired rather than deepening and extending their learning.
- Older pupils, particularly in Years 5 and 6, do not always spell accurately in their independent writing and this is not fully addressed.
- Pupils do not always use correct mathematical terms when they describe what they are doing in mathematics.

## Information about this inspection

- Inspectors observed lessons throughout the school and conducted several short observations of teaching and learning. These included two observations carried out jointly with the headteacher. Inspectors also looked at a wide range of pupils' work and listened to them read.
- They held discussions with groups of pupils, the Vice Chair of the Governing Body and other governors, a representative of the local authority, and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of seven responses to Ofsted's online questionnaire (Parent View), the results of 84 responses from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of the pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Julia Foulger

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is well above the national average. The pupil premium is government funding the school receives to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are White British. A higher proportion of pupils than usual are from Traveller families.
- The school did not meet the current government's floor standard in 2014 which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children attend the nursery part-time in the mornings only. Children attend the Reception class full time.
- The school runs a daily breakfast club.

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

- Improve the quality of teaching in order to speed up pupils' rates of progress and raise standards further by:
  - ensuring work in lessons deepens pupils' learning and builds on the skills they have acquired
  - improving the accuracy of pupils' spelling in all their written work
  - improving pupils' knowledge and use of precise and accurate mathematical terms.

## Inspection judgements

### The leadership and management are good

- The headteacher provides clear direction and drive for the school. She has maintained a strong sense of purpose through a period of challenging circumstances with good support from the deputy headteacher and other senior staff. As a result, the pupils' achievement and the quality of teaching have continued to improve since the previous inspection.
- Accurate data on the pupils' achievement and the quality of teaching, support senior leaders' comprehensive plans for future improvements. The school has embraced new procedures to measure and analyse pupils' progress in line with new National Curriculum expectations. Good staff training and work with the local authority and other schools ensure that the school's assessments are fair and accurate.
- Procedures to improve the quality of teaching are closely linked to pupils' learning and have improved well since the previous inspection. Consequently, self-evaluation is rigorous and precise. As a result, leaders have a clear knowledge of the remaining aspects of teaching and learning still requiring improvement.
- Middle and subject leaders, including some who are new to their roles, provide good role models for other staff through their own teaching and the support and challenge they provide. This is particularly evident in the development of pupils' speaking and writing skills, in mathematics and the new curriculum.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record keeping and well-trained, vigilant staff.
- The local authority has provided effective support to the school. A series of regular visits, training and reports on all aspects of teaching and learning contribute well to the school's accurate self-evaluation, the quality and accuracy of assessment, and to the role of the governing body.
- The school has rigorous and appropriate procedures to ensure staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The curriculum is well planned and promotes pupils' reading, writing and mathematics skills well through a wide range of subjects. In history and science, for example, tasks give pupils exciting and purposeful reasons to develop their research skills and write for different reasons. 'Super Learning Days', such as a Time Machine Day, which pupils do not know about in advance, provide a very exciting stimulus to pupils' experiences in many subjects.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are well prepared for life in modern Britain. For example, they discuss extremist attitudes in religious education. They practise democracy in their roles as school councillors and have visited the House of Commons.
- The pupil premium funding is used well to reduce the overall gap in attainment between disadvantaged pupils and others in the school. The impact of all areas of expenditure is carefully reviewed to ensure all individuals concerned receive the teaching and support they need to make good progress.
- The primary school sports and physical education funding is used well. The school is developing the skills of all staff and the quality of curriculum planning. This makes a good contribution to pupils' health and well-being. It is very evident in the high standards pupils increasingly aim for in their movement lessons and in the increased uptake of sporting clubs and team games.
- The school ensures that all pupils have the same opportunities to succeed and to participate fully in the life of the school. They promote positive relationships and there is no evidence of discrimination.
- **The governance of the school:**
  - At the time of the inspection, the position of the Chair of the Governing Body had very recently fallen vacant. The vice-chair provides effective current leadership. The governing body undertook a full external review by the local authority and acted speedily on all recommendations. The governing body is focused and efficient. Governors have a clear view of where the school needs to be and rigorously hold leaders to account. They meet very frequently and all members are well informed and enthusiastic. They make good use of precise data on all aspects of school life and its performance to hold leaders to account and ensure resources are used well. Finances are managed well. For example, governors are fully involved in decisions on the use of the pupil premium and primary school sports funding.
  - Members of the governing body have a range of skills which are closely matched to their areas of responsibility. Policies are regularly reviewed and meet statutory requirements. The governing body receives detailed information on the strengths in the quality of teaching and the steps the school takes to eradicate weaknesses. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase.

### The behaviour and safety of pupils are good

## **Behaviour**

- The behaviour of pupils is good. Pupils are polite and considerate towards one another and they respond well to the care that all adults show them. Classrooms are calm and orderly. Pupils are proud of their school. They play and work together well and evidently enjoy learning.
- Pupils have positive attitudes to learning. They move quickly and efficiently to their tasks and work well with others. They are rapidly developing good skills to improve their own learning and find things out for themselves. Only very occasionally, pupils do not concentrate as hard as they could when teachers do not expect enough of them. However, they are rarely badly behaved and there are few exclusions. This is supported by the school's good record keeping.
- The school makes good use of extensive outdoor spaces at break and lunchtimes and in the early years to promote pupils' social and cooperative skills.
- Pupils behave responsibly towards others. Good relationships are established in the early years and children play and work together well. Pupils take their responsibilities as school councillors and in other organisations seriously.

## **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and the large majority of parents agree. There are thorough procedures to promote good attendance and punctuality for all groups of learners. Attendance is broadly average and pupils are well prepared for their day's work.
- Pupils have a good understanding of potential bullying situations, including those that may be racially based and when using the internet; they are confident to discuss any concerns and give good examples of how the staff successfully address the few issues that emerge.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. Those pupils who have emotional and social concerns are helped to manage their own behaviour, especially through work with the learning mentor and support from well-trained teaching assistants.
- Pupils are well prepared for keeping themselves safe in later life. For example, the well-planned programmes of personal, social and health education, including work with health services, ensure pupils have a strong understanding of the dangers of drugs and alcohol. Pupils join in enthusiastically in role play activities led by visiting emergency services which contribute to the development of their health and well-being.

## **The quality of teaching**

**is good**

- Teachers have high expectations for all groups of pupils throughout the school. This is emphasised in the school's 'Keys for Success: try new things, concentrate, work hard and improve', which are shared with the pupils. As a result, pupils are ambitious and aim high. This is evident in the pride they take in presenting all their work well, writing neatly and taking steps to improve their own learning.
- Teachers' marking and feedback make a strong contribution to pupils' progress. They have improved well since the previous inspection. Marking is used very consistently in all subjects to guide pupils to improve their own work and deepen their understanding. Teachers set clear targets for pupils to achieve and ensure they address them.
- All groups of pupils learn in a calm atmosphere. They know that they come to school to learn and are ready and able to do so. This is encouraged by the purposeful and positive relationships established by all staff.
- Teachers make accurate assessments of pupils' achievement and use this knowledge well to plan for future learning. They monitor pupils' achievement closely during lessons and respond quickly to changing needs. They are making particularly good use of new assessment arrangements to raise the expectations for pupils of all abilities.
- Teachers ask well-considered questions to help pupils to secure new knowledge and develop their thinking skills. They rarely accept superficial or simplistic answers, and often ask supplementary questions to extend pupils' learning and address any misunderstandings.
- Literacy is well taught overall. The school places significant emphasis on developing the pupils' imagination and enriching their vocabulary through role play to support the development of reading and writing skills. For example, pupils in Years 5 explored life during the Second World War in a bomb shelter they created. The teaching of phonics (letters and their sounds) is well established and effective. An intensive programme of daily grammar, punctuation and spelling activities contribute to higher standards in writing. However, teachers do not always ensure pupils pay close enough attention to the accuracy of

their spelling in all their work.

- The teaching of mathematics is good. Regular, sometimes competitive, activities promote pupils increasingly secure development of mental and written calculation skills. They apply these skills well through problem-solving investigations. Resources are used well to help pupils retain and deepen their learning. However, some opportunities are missed to reinforce a precise and accurate mathematical vocabulary in order to develop their reasoning.
- Staff understand the learning needs of disabled pupils and those who have special educational needs. Teaching assistants and other staff who work with them are well trained and well informed. Group work on specific literacy or numeracy skills is linked to pupils' other studies when appropriate to help reinforce new learning.
- Teaching assistants are well deployed throughout the school, including in the early years. They make a good contribution to many aspects of pupils' learning because they are well prepared and skilled.
- The most able pupils are taught well. Pupils learn to develop good skills to work things out for themselves, such as perseverance and self-criticism. They make especially good use of the information on display boards or from books and computers. For example, pupils made animations of adverts for a 'boring object' as part of their work on persuasive writing. Sometimes the work set to further challenge pupils is repetitive of earlier work and does not deepen their learning, particularly in mathematics.
- Homework makes a good contribution to pupils' learning, especially through the use of the school's website and computer activities. The school works closely with Traveller families to support pupils' learning and progress during those times when they are away travelling.

### **The achievement of pupils is good**

- All groups of pupils make good progress in reading, writing and mathematics through school and leave in Year 6 with broadly average standards. Pupils' progress is speeding up. This is evident in the school's tracking of pupils' progress and in their work over time.
- The results of National Curriculum tests for Year 6 pupils in 2014 do not reflect these standards, however. The results were below average and did not meet the current floor standards. They were below the targets expected by the school. This was a consequence of specific social and emotional issues which affected the performance of a significant group of pupils at the time of the tests and disrupted their achievement. The school has taken strong action to minimise any similar situation in future. Prior to this, standards and pupils' progress had risen well since the previous inspection. The results of National Curriculum tests are below average by Year 2 but rising and represent increasingly good progress.
- Disadvantaged pupils also make good progress through the school and the gaps are narrowing between their achievement and that of other pupils nationally. The school makes good use of the pupil premium funding to support these pupils. This is evident in test results at Year 2 and in pupils' work and assessments through the school.
- Issues affecting results in Year 6 in 2014 had a particular impact on disadvantaged pupils. In reading and mathematics, results were two and a half terms behind other pupils in school, and in writing they were two terms behind others. They were five and a half terms behind the national average for non-disadvantaged pupils in reading and mathematics and two terms behind in writing. However, this is not representative of the performance of disadvantaged pupils throughout school. For example, disadvantaged pupils in the current Year 6 are working largely at levels expected for their age and in line with their peers.
- The most able pupils make good progress overall and increasing proportions are working at higher than expected levels by Year 6. The pupils show good levels of maturity, enthusiasm and an increasing ability to take the initiative. They use reference books and computers effectively to undertake research in science investigations. In mathematics, the most able pupils make good use of their calculation skills to solve problems involving ratio and decimals with confidence. They are increasingly self-critical and determined to improve their own work and aim high.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. Their individual needs are accurately checked. Comprehensive teaching of key literacy and numeracy skills helps pupils make good academic and personal progress.
- Pupils from Traveller families make good progress. The school works closely with families to provide support and encourages regular attendance and punctuality, which underpins Traveller children's achievement.
- Pupils' achievement in reading is good. They use their knowledge of letters and sounds well to read new words and decipher difficult spellings. The results of national checks for pupils' phonic skills in Year 1 are broadly average and rising. Older pupils use their reading skills well in a wide range of subjects. They

have a good understanding of plot and character and enjoy reading for pleasure.

- Pupils' achievement in mathematics is good. Pupils make efficient use of their mental and written skills of calculation to solve a range of problems. They generally explain their reasoning well. For example, pupils in Year 3 explained why they use linear rather than column addition for certain calculations. Older pupils set one another challenging problems based on the area and perimeter of irregular shapes using algebra. They accurately draw graphs and charts. However, sometimes pupils are uncertain of the correct mathematical terms to use and this limits their ability to communicate their thinking and slows their progress.
- Pupils' writing skills are good overall. All groups of learners take considerable pride in presenting their work carefully and forming their handwriting neatly. Pupils have a wide and rich experience of good quality children's literature and exciting role play contributes to good writing. It is often lively and imaginative, such as 'I bow before thee Mr. Wolf and your Ducky minion.' Punctuation and grammar are well developed and improving. However, older pupils do not always spell accurately in their independent writing.

### **The early years provision**

**is good**

- Good leadership and management of the early years provision have ensured that children have continued to achieve well since the previous inspection. The new leader is building on strengths in teaching and learning, particularly through the development of new assessment arrangements, including the use of computer technology. The quality of teaching is good, as a result of thorough procedures to evaluate and improve staff's skills. The teacher and teaching assistants have a good understanding of the needs of young children and have high expectations.
- Children's starting points are largely below those typical for their age. In particular children's social skills, including their ability to share and work alongside others, are below usual levels as are their reading and writing skills. They make particularly rapid progress in these areas and, as a result, they are well prepared for their next stage of learning in Year 1. Children of all abilities, including a high proportion of disadvantaged children, make good progress overall. The overall proportion of children achieving a good level of development is below but increasingly close to the national average. An increasing proportion are working above these expected levels.
- Relationships are good. The staff establish good relationships with parents from the start through rigorous induction procedures. These procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning. The school involves parents well, including Traveller families, in supporting their children's learning through regular 'drop-in' mornings and special projects and events.
- Disadvantaged children in the early years achieve well, making particularly good gains in their early language and communication skills. They are confident in talking to adults and other children, and say they feel safe and secure. The school has very good links with educational and health agencies, such as speech therapists to provide early support for children with special educational needs.
- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension and addition and subtraction.
- Teachers make very accurate assessments of all aspects of children's achievement and use these to plan future learning. Overall, teachers and teaching assistants question children closely to secure and extend their knowledge and understanding of the world. Very occasionally, however, opportunities are missed to extend children's learning further and deepen their thinking.
- Literacy skills are well taught. Staff make good use of the children's indoor and outdoor activities to improve children's manipulation and handwriting skills, particularly for boys. As a result, children of all abilities make increasingly rapid progress in learning to form letters, words and numbers accurately. Phonic skills are taught well.
- Children of all abilities work and play very well together and concentrate on their activities. Their behaviour and safety are good. Children feel safe and are cared for well. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. They tidy up with care and organise their work well. Teaching assistants and other adults are deployed effectively to have a good impact on children's achievement across all areas of learning.



## 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>	106718
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	456092

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>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Scorer
<b>Headteacher</b>	Audrey Wall
<b>Date of previous school inspection</b>	3 November 2011
<b>Telephone number</b>	01302 842092
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