

Kirkby Avenue Primary School

Kirkby Avenue, Bentley, Doncaster, South Yorkshire, DN5 9TF

Inspection dates 19–20 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Standards in this outstanding school have improved in all areas since the previous inspection.
- The headteacher is an outstanding leader who models exemplary practice for her team. This creates a school environment where all staff feel empowered to do their very best.
- Leaders work relentlessly to ensure that the school community works as one unit and is high performing.
- Middle leaders share the vision for continuous improvement in their areas of responsibility. Leaders at the school actively support other schools both locally and nationally and share their best practice.
- Outstanding teaching ensures that pupils learn very well.
- Teachers and teaching assistants work very closely together to support the learning of individual and vulnerable pupils. This includes disadvantaged pupils and those who are disabled or who have special needs.
- The teaching of phonics (linking letters and sounds) is outstanding, and has been so for a number of years. As a result, reading attainment is high and above average.
- There are many opportunities for pupils to develop through their spiritual, moral, social and cultural education. This helps to sustain a nurturing environment in which pupils can thrive and prepares them well for life in modern Britain.
- Pupils' attainment in reading, writing and mathematics is above average at the end of Key Stage 2.
- The overwhelming majority of pupils make good and often outstanding progress throughout the school.
- Pupils are avid learners during the lessons. They are eager and confident to build on their progress.
- The early years is led and managed exceptionally well. Children have an excellent start to their learning in the early years classes.
- The curriculum is rich and varied. It engages pupils very effectively in their learning. There is a wide range of interesting opportunities for pupils.
- Extensive work has been done to develop a manageable and useful assessment system taking into account the new National Curriculum. However, it is yet to be fully established.
- Pupils' behaviour is outstanding. They have extremely positive attitudes and rise to the expectation that they will make every effort to succeed.
- Pupils' are kept safe in school and they say they are well looked after. They say that bullying is rare.
- Parents are extremely supportive and strongly appreciative of the school.
- Governors have high ambitions for the school. They regularly provide challenge to leaders. As a result, the quality of teaching and pupils' learning has improved.

Information about this inspection

- The inspectors observed 18 lessons, including three jointly with the headteacher. The inspectors also observed small groups of pupils working with teaching assistants.
- Meetings were held with the headteacher and deputy headteacher, Key Stage 2 leader the early years leader, the middle leaders and with four governors, including the Chair of the Governing Body. The inspectors also spoke with a representative from the local authority.
- Inspectors listened to pupils read and held discussions with Year 6 pupils. Pupils' work in books was scrutinised during lessons and separately with staff.
- Inspectors looked at the responses to a questionnaire completed by 17 members of staff.
- Inspectors considered 40 responses to the online questionnaire (Parent View) and the school's own survey of parents. Members of the inspection team also spoke with parents at the start of the school day.
- A range of documentation was examined. This included data concerning pupils' achievement, development plans and arrangements to check on the performance of staff. Inspectors also looked at the school's website, records relating to behaviour, attendance and safeguarding. Minutes of governing body meetings and the school adviser's reports were also considered.

Inspection team

Michael Wintle, Lead inspector	Additional Inspector
Claire Patton	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school. The vast majority of pupils are White British; the proportion from ethnic minorities is below average.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who are disabled or who have special educational needs is above the national average.
- Early years provision is part time in the Nursery and children attend the Reception class full time.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The headteacher is a local leader of education (LLE). She is also a national system leader for pupil premium.

What does the school need to do to improve further?

- Fully establish the new assessment system, ensuring that teachers use this effectively as possible so that pupils continue to make outstanding progress.

Inspection judgements

The leadership and management is outstanding

- The experienced guidance of an inspirational headteacher has created a calm and purposeful school. There is an ethos in which excellent teaching can flourish.
- The headteacher, deputy headteacher and governors ensure that pupils get the very best education because leaders at all levels have this at the heart of all they do. This has ensured that the quality of teaching has improved and standards of behaviour remain high.
- The school has rigorous systems to check on the progress and achievement of pupils. School leaders at all levels use this information to set challenging targets for both pupils and staff. Consequently, the school has a very clear and accurate view of how well it is doing. There is no complacency and the school improvement plan identifies where it could do even better, for example by continuing to improve the good level of development in early years.
- Middle leaders are very enthusiastic and share the ambition for further improvement in their areas of responsibility. For example, they have implemented a new literacy-based curriculum very effectively and ensured that pupils continue to make excellent progress with their reading and writing.
- The school's rich curriculum widens the experience of pupils and creates many opportunities for them to develop their interests. For example, every Wednesday afternoon pupils from Reception mix with Years 1 and 2 pupils, Key Stage 2 do the same on Thursdays. They embark on exciting projects that allow them to learn about baking, sewing and to develop their art skills. These opportunities are creating memorable moments in their learning that pupils say they thoroughly enjoy.
- There is a continuing and strong focus on improving the teaching. Appropriate training and professional development have led to a rise in the quality of teaching since the last inspection, and teaching is now outstanding overall. All teachers have targets linked to pupils' achievement and progress, and these are taken into account when making recommendations about teachers' pay.
- The school is using the additional primary school physical education and sport funding successfully. It is providing staff training and specialist coaches in collaboration with the local sports partnership. There is increasing confidence among staff to deliver quality sports teaching. Pupils enjoy learning about dance and gymnastics with a specialist sports coach and pupils have represented the school in local athletics and tag rugby competitions.
- The school places very strong emphasis on promoting equal opportunities for all its pupils. Discrimination does not occur, with all staff expecting pupils to learn and play together well. Pupils are respectful and tolerant, demonstrating the way good relationships are fostered.
- Leaders and teachers access the progress of each pupil rigorously and often. This ensures that the pupil premium is used extremely well to ensure that disadvantaged pupils attain the same standards and often higher standards than others. Highly effective support is provided for children who are vulnerable or struggling with behaviour, emotional or social difficulties.
- Provision for pupils' spiritual, moral, social and cultural development is excellent. There is a clear focus on social and moral issues. Recent work on life during the First World War and Year 6 work on Africa raise pupils' awareness of other cultures effectively.
- The school promotes British values very effectively. As a result, pupils are very well prepared for life in modern Britain. For example, the whole school took part in a Chinese week that saw pupils making dragons and learning about a different culture. The Royal Wedding enabled the pupils to attend a street party in Bentley Pavilion and explore the monarchy as a British institution.
- The school works very well with the local authority with which it shares its expertise in, for example assessing the quality of pupils' writing. In addition to this, the local authority has brokered support for the school by undertaking reviews of teaching and learning.
- The school takes care to ensure that it has effective arrangements for safeguarding its pupils and all statutory requirements in this respect are met.
- **The governance of the school:**
 - The governing body is highly effective. It works closely with the headteacher and her staff so it can understand clearly the results of setting targets for teachers. Governors visit regularly, speak to pupils and receive regular updates from the staff and senior leaders. They ask questions that hold the school to account for the performance of both staff and pupils in terms of teaching quality and data relating to achievement. They have an excellent understanding of information on pupils' progress and use this to check that pupils, including those who are disadvantaged and supported with additional funding, are making high levels of progress.
 - Governors are very supportive, but hold the school to account very effectively by asking probing

questions and setting challenging targets, including as part of the headteacher's appraisal.

- Governors know that the quality of teaching is outstanding because they ask questions, receive regular reports from senior leaders and come to school to see for themselves. They undertake regular training to improve their own skills and make sure that policies, including those relating to safeguarding, are implemented effectively.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- In lessons, pupils behave exceptionally well. They listen to their teachers and teaching assistants and are very keen to do well. They attempt new work with great confidence and this has a very positive influence on learning and their achievement. This was seen with Year 6 pupils when they set about finding out about reversible and irreversible processes in their science lesson. Excitement was very high as pupils independently discovered if their predictions were correct and whether sugar dissolved more quickly in hot or cold water.
- Pupils play and mix well during breaks and behave responsibly in the hall at lunchtime. Pupils take responsibility in a wide variety of ways. For example, there is a school council and older pupils act as playground leaders. This makes a very strong contribution to their spiritual, moral, social and cultural development.
- Pupils say that poor behaviour is extremely rare and school records confirm this. A very small number of pupils occasionally show challenging behaviour, but staff manage this consistently and extremely well. These pupils are supported in a very caring and nurturing way, and this leads to improved behaviour for the pupils concerned.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils have a clear understanding of different forms of bullying and are knowledgeable about how to stay safe when using computers and the internet. They know how to keep themselves and others safe.
- Record keeping is detailed and any follow up with parents about safety concerns is swift and effective. All parents who contributed to Parent View and those spoken to at school confirm that they are unreservedly confident that their children are safe and staff keep them safe. A typical parent commented, 'This school has been exemplary in supporting me and my family.'
- Pupils say they enjoy school and feel very safe. Consequently, their attendance has improved since the last inspection and is above average.

The quality of teaching is outstanding

- The quality of teaching is outstanding and has improved since the previous inspection. Teachers have an in-depth knowledge of the learning needs of all pupils. They set challenging targets. Pupils are always totally immersed in their learning and consistently make good or outstanding progress.
- Teachers have excellent subject knowledge. They use information from assessment very effectively to plan lessons that build successfully on what pupils have already learnt. For example, the teachers in Key Stage 2 use 'car parks,' a pupil evaluation system on display in every classroom. This helps pupils direct where their learning is going and if they have encountered problems. Teachers then move quickly to target any learning problems and provided excellent support. Pupils say clearly that the teachers and teaching assistants always support them fully.
- Teachers extend pupils' learning by developing their thinking skills exceptionally well and enabling them to apply their existing knowledge and skills. One way they do this is giving very freely of their time. Year 6 pupils engage in Saturday school and 'Easter school'. Pupils attend these activities in very large numbers. Activities include treasure hunts around school and 'super maths days' that enable teachers to extend pupils' thinking and also the way they view their learning.
- Marking and assessment policies are applied consistently across all year groups. Thoughtful responses to teacher comments are expected. These are key features in the school's high quality teaching. Teachers use expertly their 'target folders' that fully support pupils' self-assessment and the setting of challenging targets. Teachers' sign off these targets and, as a result, pupils are supported extremely well in moving on

with their learning. Pupils say the targets 'move them on quicker'.

- The teaching of phonics is outstanding. Pupils use this knowledge to make rapid progress in their reading skills through Key Stage 2, as teaching ensures that they develop more demanding skills, such as scanning the text information.
- Teachers skilfully give many opportunities to write and often at length. Standards of writing around the school and in classrooms is excellent. Pupils in Key Stage 1 had written about Paddington Bear. Pupils had written maturely and employed vocabulary more sophisticated than that which is normally used by pupils in their age range. Pupils had accessed words such as 'calamity' and 'polite' when describing Paddington. Typical writing included sentences such as: 'Paddington likes marmalade sandwiches. He came to England as a stowaway.'
- Pupils acquire knowledge and develop their mathematical skills extremely well because of the challenging questions they are asked. They are trained to work out mathematical sums in their heads. This encourages fast thinking and keeps pupils interested.
- Teachers and teaching assistants work very closely together to support pupils who find learning difficult. This includes disadvantaged pupils and those who are disabled or have special educational needs. This support enables these pupils to make excellent progress, at least in line with that of their classmates.
- Teaching assistants are trained exceptionally well and are regularly involved in planning and delivering whole-group activities. Their highly effective partnership was evident throughout the course of the inspection.
- A newly introduced assessment system gives teachers a clear indication of the pupils who are exceeding expectations or falling behind. It involves pupils, with their teacher, in identifying what they should do to improve. The system is not yet fully established across the school.

The achievement of pupils

is outstanding

- Achievement has improved since the last inspection. At the end of Year 2 in 2014, standards were above the national average in reading and broadly average for mathematics. They were below in writing, but inspection evidence confirms that they are improving quickly. Standards in reading and writing at the end of Year 6 were above the national average and slightly below in mathematics.
- From their starting points in the early years, pupils are taught well and this leads to progress which is rapid across all years. Over the last two years, the proportion exceeding expected rates of progress in reading, writing and mathematics is high.
- Work in books and the school's own checks and inspection findings show clearly that pupils currently in school make outstanding progress in reading, writing and mathematics.
- Pupils' knowledge of phonics (the sounds letters make) is very secure. Most Year 2 pupils read fluently by recognising whole words and sounding them out. Older pupils read widely and talk extremely confidently and revealingly about their favourite authors and themes. One boy, reading JR Tolkien said, 'I like reading books out of my age band. They always capture my imagination.'
- Disabled pupils and those who have special educational needs are supported exceptionally well. By Year 6, their attainment in reading, writing and mathematics is typically higher than that of similar groups of pupils nationally, and most make impressive progress.
- Disadvantaged pupils often make faster progress than other pupils nationally, particularly in reading and writing. At the end of Key Stage 2 in 2014, disadvantaged pupils were around a term behind other pupils in the school in reading and writing, and about two terms behind them in mathematics. They were around two terms behind other pupils nationally in mathematics, and about a term behind them in reading and writing.
- Careful analysis of data identified that the most-able pupils were not always achieving their full potential at the end of Key Stage 2. A raft of measures and interventions bespoke for individual pupils and after-school activities to support their learning has been successful. In the current Year 6, the number of pupils working at the higher Level 5 is improving quickly and currently the most-able pupils are making good progress.

The early years provision

is outstanding

- The leadership of the early years is outstanding, as is the quality of teaching, provision, work with parents and the behaviour and progress of children.
- Children start Nursery with skills that are well below those expected for their age and especially in

communication and language. All children are assessed early on arrival so that they may receive the most suitable path for their learning. Some enter Year 1 still behind in a few areas of their work, but a large number have caught up and are ready for their next stage in education. This is because the quality of teaching is excellent.

- Children respond with great enthusiasm to the high quality teaching. Teachers and their assistants plan imaginative activities and use the indoor and outdoor resources skilfully. Teachers know the personalities and abilities of the children extremely well. As a result, they assess and respond to the children's exact needs in reading, writing and communication skills.
- Teachers and support staff model excellent relationships and have high expectations of the children. As a result, children's social skills are of a high order. Adults are quick to establish rules and routines, and set high expectations. Therefore personal, social and emotional skills are outstanding.
- Children work exceptionally well together, wait their turn and talk eagerly with each other. A number of children were working in the 'mud kitchen' and were diligently helping each other make mud cakes. Boys were mark-making, ensuring that their 'menus' for food were correct. Collaboration was excellent and the adults fully supported the children's language development by asking challenging questions.
- Staff have safeguarding as a high priority. Responses to the online questionnaire show that parents are very happy with the way the school cares for their children and say they feel that their children are completely safe.

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	131341
Local authority	Doncaster
Inspection number	449664

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	300
Appropriate authority	The governing body
Chair	V Caswell
Headteacher	B Lockwood
Date of previous school inspection	13 July 2010
Telephone number	01302 782953
Fax number	01302 786537
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