

Inspection of Kirk Sandall Junior School

Magnolia Close, Kirk Sandall, Doncaster, South Yorkshire DN3 1JG

Inspection dates: 8 and 9 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils learn a lot at Kirk Sandall Junior School. Teachers have high expectations of them and pupils welcome this challenge. Pupils are fully involved in lessons. They like to show you the well-presented work in their books.

Teachers make school a happy place for pupils to attend. Pupils appreciate this. They are polite and respectful. Everyone knows and follows the school rules well. Extra-curricular rewards such as running club and Christmas crafts are well received. Teachers help if bullying happens. Pupils know teachers will listen and make sure it stops. They say their school is a place they feel safe.

Pupils believe it is important to treat everyone equally. They welcome difference. Pupils enjoy lessons about other faiths, such as celebrations from the main religions. They have learned a lot about Sikhism. Pupils enjoyed their visit to the local Gurdwara.

Pupils have many roles in the school such as reading and anti-bullying ambassadors. Everyone learns to play an instrument. They can play in the school orchestra. Pupils enjoyed their residential visit to Marrick Priory. They rock climbed, canoed, abseiled and took part in archery. Adults run many different clubs for pupils, such as yoga or British Sign Language. There is something for everyone.

What does the school do well and what does it need to do better?

Pupils who are still learning to read have extra lessons. Adults help them to decode words with new sounds. Pupils then find words with the new sounds in their reading books. They practise writing the words to help them to remember the sounds. Pupils remember the sounds well as the books they are reading match the sounds that they are learning. Pupils become fluent readers.

Everyone celebrates reading around the school. Teachers read different types of books by different authors. This encourages pupils to read a variety of books. In the weekly 'Reader Leader' assembly, teachers motivate pupils to read more. In lessons, pupils answer questions well about books they read. They know the purpose of each question type. Pupils say this helps them to understand what they are reading about.

In mathematics, teachers have good subject knowledge. Pupils talk confidently in mathematics lessons. They use the correct mathematical vocabulary. Pupils can explain calculations they have completed. They can describe how to solve a problem. Teachers use morning mathematics sessions to help pupils get quicker at calculating. In mathematics, teachers know what pupils can do and what they need to do next.

Pupils with special educational needs and disabilities (SEND) learn well within their class. Teachers plan ways for them to remember what they need to do. Adults help pupils to understand what to do next. The leader for special educational needs has evaluated the provision for SEND pupils. She has recently begun to improve the system. This is helping everyone to know how to support pupils with SEND effectively.

Leaders have a new and inspiring curriculum for subjects such as science and history. Subject leaders are well trained and know their subjects well. Teachers say the curriculum is exciting to teach. They can see that pupils learn a lot from it. Pupils can remember some vocabulary and knowledge from their lessons. However, leaders now need more time to embed this curriculum to check the order. Leaders have not yet matched the assessment system to the curriculum fully. This is planned once the curriculum has been fully checked.

Pupils attend well. Their high attendance ensures they can access the curriculum fully. They do not miss valuable learning opportunities.

The chief executive officer has put together a new governing body. Governors are well trained. They have transformed the system that was in place. They now hold senior leaders to account. Governors check that leaders are making improvements. There is a particular focus on the curriculum, safeguarding and how senior leaders spend money. They say the executive headteacher has been a key driver in recent improvements made.

The majority of parents feel the school has improved. They recognise the effort adults in school make to motivate their children. Parents feel their children are well looked after and learn well in school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured safeguarding systems are well embedded in the school. All adults take part in an annual training programme. They know how this training will help them to spot pupils who may be vulnerable or at risk. Leaders work with local partners to make sure the most support is in place. They understand the risk their pupils may face. They have a curriculum in place which supports pupils to learn what this risk could be and how to manage it.

Leaders ensure all adults who work and visit the school have the correct checks needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils cannot always remember knowledge from lessons such as science and history. This is because teachers have not always taught the correct prior knowledge as the sequencing is not clear. Leaders need to ensure the exact content and order of sequencing is clear and embedded.
- Teachers cannot always accurately check what pupils can and cannot do in subjects such as science and history. Leaders do have an assessment system in place. However, it does not always have the correct sequencing to match the curriculum in place. Leaders should make sure that the assessment system accurately matches what is being taught.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141684
Local authority	Doncaster
Inspection number	10200676
Type of school	Junior
School category	Academy Sponsor
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	Board of trustees
Chair of Trust	Marcus Isman-Egal
Executive Headteacher	Kathryn Thompson
Website	www.kirksandalljunior.schooljotter2.com
Date of previous inspection	21 and 22 February 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, a new executive headteacher is in post.
- The school joined Brighter Futures Learning Partnership Trust in September 2019

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the executive headteacher, senior leaders, subject leaders and other staff. An inspector met with the chief executive officer of the multi-academy trust and the chair of the governing body.
- Inspectors looked in detail at four subjects: reading, mathematics, science and history. They talked to leaders and teachers about their curriculum plans. They

also talked to pupils about what they knew and remembered in these subjects. They looked at pupils' work and visited lessons

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered 23 responses to Ofsted's staff questionnaire and 68 responses to Ofsted's Parent View questionnaire, including 61 free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Lynda Florence	Ofsted Inspector
Andrew Soutar	Ofsted Inspector

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