

# Inspection of Kiveton Park Infant School

Station Road, Kiveton Park, Sheffield, South Yorkshire S26 6QP

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Inspection dates: 25 and 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

There is a real sense of family at Kiveton Park Infant School. Leaders have established an influential vision: 'Hand in hand we learn.' This vision inspires staff to be ambitious for pupils' learning and development. Teachers successfully remove any barriers to learning that pupils might encounter. Together, staff have created a truly inclusive culture. Pupils are happy and safe in this caring school.

Adults help pupils to manage their own feelings and behaviour well. Breaktimes and lunchtimes are harmonious. This is because adults teach pupils how to treat each other with kindness and respect. Occasionally, expectations about how pupils should behave in lessons are not applied consistently. At these times, some pupils struggle to concentrate on their work. Bullying almost never happens. When it does, staff intervene to make sure it stops.

Leaders provide pupils with many exciting opportunities to learn about the world around them. For example, pupils learn about different careers, such as medicine and architecture. They also build their debating skills by learning how to take turns and present an argument.

Leaders make sure that pupils and families understand why attending school is important. Staff provide support to help pupils attend every day. This is making a positive difference for pupils.

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

Leaders have established an ambitious curriculum. They have clearly defined the most important knowledge pupils should remember. For example, in art, pupils build their understanding of tone, tint and colour theory. They do this through repeated practice and by learning about a diverse range of artists. In some subjects, such as history, the curriculum is in the early stages of implementation. This means that leaders' ambition is not always fully realised in lessons. For example, pupils' understanding of timelines and when significant events occurred is less well developed.

Leaders have made reading a priority. They ensure that staff have the training they need to help pupils learn to read. Staff model the sounds that pupils need to learn consistently well. This helps pupils to master phonics and become fluent readers. Pupils with special educational needs and/or disabilities (SEND) receive the right support to become confident readers. Staff give all pupils lots of opportunities to practise reading. The books pupils read are matched to the sounds they know. From the earliest years, leaders have made sure that children have a well-chosen variety of books to enjoy. Staff across school show pupils what being a great reader looks like by reading to them every day. Pupils talk enthusiastically about the books that adults share with them.

Staff make sure that children in early years get off to a flying start in mathematics. They give children lots of opportunities to develop their mathematical knowledge. Children become confident with number quickly. Teachers help older pupils to build their mathematic knowledge step by step. Pupils have lots of opportunities to rehearse and revisit learning. Teachers routinely check what pupils know and remember. This means by the time pupils leave school in Year 2, they are confident mathematicians.

Leaders provide high-quality training for staff to help them support pupils with SEND. As a result, pupils receive expert guidance to help them learn the full curriculum. Parents and carers of pupils with SEND are fully involved in the production of support plans. Teachers use assessment to plan precise next steps for pupils with SEND. This means that pupils learn things in steps that are right for them. Pupils with SEND flourish as a result.

Leaders and staff show pupils how to treat everyone with kindness. This is helping pupils to develop respectful attitudes towards each other. One pupil summed this up by saying, 'No one is treated differently because of disability or skin colour.' Staff provide pupils with extra-curricular opportunities which help to broaden their experiences. Pupils enjoy taking part in the 'children's university', where they learn to broaden their life experiences to better prepare them for adulthood. Leaders provide regular family learning events. These include 'bringing books to life' where children and families work together to make story bags.

Those responsible for governance challenge and support leaders to improve the school. Governors ensure that they have the skills they need to fulfil their statutory duties. They make sure that everyone focuses on providing pupils with a high-quality education.

Staff feel that leaders support them well. They see the school as one big family and are proud to be part of that family.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff are trained well and receive regular updates to safeguarding guidance. Staff work hard to build strong relationships with families. As a result, they know pupils and their families well. Staff are vigilant and know how to identify any risks that pupils may face. They swiftly follow-up any concerns over pupils' welfare. Leaders and governors check that staff follow safeguarding procedures consistently. Leaders are tenacious in using links with external agencies to help pupils and families get the support that they need.

Leaders use assemblies and lessons to teach pupils about important concepts, such as road safety and staying safe when using technology. This helps pupils of all ages to show a strong understanding of how to stay safe, both in the community and

online. Pupils are confident to speak to adults in school if they have any worries. They know that adults will support them.

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

### **(Information for the school and appropriate authority)**

- Some staff are not clear enough about their expectations of how pupils should behave in lessons. This can lead to some pupils occasionally talking over the teacher or not completely focusing on their work. Leaders should ensure that behaviour expectations are consistently applied.
- Leaders are in the early stages of implementing some aspects of the curriculum. This means that leaders' ambitious curriculum plans are not always realised in pupils' lessons. Leaders should make sure that staff receive the right training to implement all aspects of the curriculum effectively.

## **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.

## **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

<b>Unique reference number</b>	146470
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10268450
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mix
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Martin Harrison
<b>Acting Headteacher</b>	Rachel Idell
<b>Website</b>	<a href="http://www.kivetonparkinfants.co.uk">www.kivetonparkinfants.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- There have been changes in leadership since the last inspection. There is an acting headteacher in post at the time of this inspection.
- The school runs a breakfast and after-school club for pupils who attend the school.
- The school does not make use of alternative provision.

## Information about this inspection

The inspector(s) carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders and teachers. The lead inspector met with the special educational needs coordinator.

- The lead inspector held a meeting with the chair of the local governing board and two trustees. She also had a conversation with the trust chief executive officer and the deputy chief executive officer.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- The lead inspector met with the designated safeguarding leader to review a range of documents, including the school's log of safeguarding incidents. Inspectors also spoke to staff about how they keep pupils safe. The lead inspector reviewed the school's single central record to check the suitability of staff working at the school.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour, and leaders' evaluation of the school.
- Inspectors spoke informally to pupils to gather their views on school life. They also talked to parents at the start of the school day.
- To gather parents' views, inspectors took account of the views of parents from Parent View, Ofsted's online questionnaire, including free-text comments.
- To gather the views of pupils and staff, inspectors took account of the staff surveys and the school's own pupil surveys.

### **Inspection team**

Jen Sloan, lead inspector

His Majesty's Inspector

Gordon Watts

Ofsted Inspector

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