

# Inspection of Kimberworth Community Primary School

Kimberworth Road, Kimberworth, Rotherham, South Yorkshire S61 1HE

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Inspection dates: 22 and 23 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

This is a friendly and welcoming school. There is a strong sense of belonging among pupils and staff, who are proud to be part of the Kimberworth family. Relationships are warm and respectful. Parents are overwhelmingly positive about the education their children receive.

Behaviour is positive. There is a calm atmosphere throughout school. Staff act swiftly and sensitively if pupils need support to make the right choices. Pupils report that everyone is treated fairly. They say that bullying is rare and any incidents are dealt with effectively by staff. Pupils are safe. They trust adults to help them.

Leaders are mindful of the challenges faced by some pupils and their families. Pastoral support to meet individual circumstances is a strength of the school. All pupils have the opportunity to take part in a range of experiences and opportunities, such as trips to 'Magna' to support their science work, as well as a range of clubs. Football and construction clubs are firm favourites among pupils.

The school has high expectations for the achievement of all pupils, including those with special educational needs and/or disabilities (SEND). They benefit from a broad and balanced curriculum. Pupils achieve well, particularly in mathematics.

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

Since the previous inspection, the school has developed an ambitious curriculum. Subject leaders and early years staff have worked together to ensure that the curriculum builds coherently from the early years to the end of key stage 2. Some subjects, such as mathematics and art and design, are well developed. Leaders are continuing to develop others, such as history and science. In history, leaders have included a vast amount of knowledge in the curriculum, but it is unclear which knowledge is the most important. As a result, pupils can recite many dates and events but are unclear about their relevance and about important concepts such as invasion and power.

Pupils with SEND have their needs identified quickly. The school adapts teaching and resources to support pupils with SEND to successfully learn the same curriculum alongside their peers.

The teaching of mathematics is effective. As a result, outcomes for pupils are strong. Teachers model methods and approaches to guide pupils through new learning. They use skilful questioning to check what pupils know and address gaps in pupils' knowledge quickly. Pupils revisit important knowledge and concepts over time to continually build on prior learning.

The school has put in place a curriculum that teaches children to become fluent and confident readers with strong comprehension skills. This begins as soon as pupils join the school. The youngest children share stories, rhymes and songs, and listen

out for sounds. This prepares them well for the next stage. In the Reception class, children learn phonics sounds speedily. Pupils across school who are less fluent readers are supported to catch up quickly. However, occasionally there is a lack of consistency in the teaching of reading. Further training has recently been organised to support all staff, including those new to the school, to deliver the reading curriculum consistently well. Across key stage 2, pupils' work in reading lessons indicates that they are making good progress. However, the impact of this work is yet to be realised in published end of key stage 2 outcomes.

Starting in day care, skilled staff nurture and support children well. Children in the early years access a broad range of activities. Adults prioritise the development of children's language and vocabulary. They develop their mathematical knowledge from well-planned activities. Staff in the early years have created an environment that supports the children's needs and sparks their curiosity. The relationships between adults and children are strong. Children show positive attitudes toward their learning. For example, during the inspection, children were engrossed in making potions as they practised colour mixing.

Pupils' attendance rates are high and the number of pupils who are persistently absent is low. Leaders quickly identify pupils who are absent more often than their peers. They support these pupils and their families so that their attendance improves.

The curriculum for personal, social and health education contributes positively to pupils' personal development. Pupils learn to keep physically and mentally healthy, and that the two support each other. Pupils learn about people from different backgrounds and with different religious beliefs. They have mature attitudes to inclusion and diversity. Pupils readily volunteer for roles like junior librarian and playtime buddy.

The school is mindful of the workload and well-being of staff. Staff feel valued and supported.

Since the previous inspection, governors have improved their oversight of the school. They are ambitious for all pupils and provide effective challenge and support to secure improvements. They make regular visits to monitor the impact of school improvement initiatives.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, the important knowledge and concepts that pupils need to learn and remember have not been identified as clearly as they could be. This

means that teachers do not consistently focus on the most important knowledge and pupils do not secure as deep an understanding in these subjects. The school should ensure that the important knowledge and concepts that pupils need to learn and remember in each subject are clearly identified and then focused on in lessons.

- The early reading curriculum is not implemented consistently well. Occasionally, some teaching is not precise enough. Leaders need to make sure that staff have the knowledge and skills they need to deliver the early reading curriculum effectively. Leaders should monitor the reading curriculum more thoroughly to help ensure greater consistency.

## 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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106845
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10313552
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jean Hine
<b>Headteacher</b>	Alison Stothard
<b>Website</b>	<a href="http://www.kimberworthprimary.org.uk">www.kimberworthprimary.org.uk</a>
<b>Dates of previous inspection</b>	26 and 27 February 2020, under section 5 of the Education Act 2005

## Information about this school

- The school runs part-time day care provision for two-year-olds and nursery provision on a part-time or full-time basis, for children from the age of three.
- The school does not use any alternative provision.
- The school provides breakfast and after-school care.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, the deputy headteacher, assistant head teachers and leaders responsible for various aspects of the curriculum or wider work of the school.
- The lead inspector met with members of the governing body and a representative from the local authority.
- The inspectors met with members of staff, pupils and parents.
- Deep dives were undertaken into reading, mathematics, art and design, and history. Inspectors looked at curriculum plans, visited lessons, spoke to teaching staff and some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils reading to an adult.
- The inspector spoke to leaders about the curriculum in music and science, reviewed some pupils' books and scrutinised information relating to the support and provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's surveys for parents and carers, pupils and staff.

### **Inspection team**

Tracy Duffy, lead inspector

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