

Kiveton Park Meadows Junior School

Inspection report

Unique Reference Number	106885
Local Authority	Rotherham
Inspection number	287639
Inspection dates	1–2 July 2008
Reporting inspector	Philip Jarrett HMI

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	7–11
Gender of pupils	Mixed
Number on roll	
School	161
Appropriate authority	The governing body
Chair	Mrs Elaine Hall
Headteacher	Mr Kevin Madeley
Date of previous school inspection	21 May 2001
School address	Storth Lane Kiveton Park Sheffield South Yorkshire S26 5QT
Telephone number	01909 771207
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Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Kiveton Park Meadows Junior is a smaller than average school in Rotherham for pupils aged 7 to 11, serving an area of broadly average social deprivation. The number of pupils eligible for free school meals is average. Nearly all the pupils are of White British origin. The proportion of pupils identified by the school as having learning difficulties and/or disabilities is above average. The school currently has one pupil with a statement of special educational need. A children's centre is currently being built on the school site. The school has achieved a large number of awards including Investors in People, Activemark Gold, Artsmark Gold and for its work on creativity in the curriculum.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Kiveton Park Meadows Junior School is a good school with a distinctive and innovative curriculum. It aims to provide a curriculum that stimulates pupils through a wealth of first hand experiences and creative tasks. It is largely successful in this aim and pupils enjoy school, develop their personal and social skills well and work with a wide range of creative arts practitioners. Pupils achieve well across the full range of subjects although progress is weaker in mathematics and writing.

The distinctive curriculum is based on the school's desire to develop pupils' self-confidence and raise their aspirations through cultural experiences that motivate and challenge them. It is based on themes that integrate the different subjects, supported by extended projects and a wide range of enrichment activities. All pupils learn to play a musical instrument and they regularly work with professional artists including opera singers and other professional musicians, film makers, visual artists, writers and dancers. Pupils enjoy these activities and speak enthusiastically about the artistic and sporting opportunities available to them. They learn to work collaboratively, explore open-ended problems and develop independence.

Standards are broadly average although results are generally better in science and English than in mathematics. Results dipped last year but evidence about the current progress of Year 6 pupils suggests that standards and achievement are likely to improve. Achievement across the full range of subjects is good, this includes particularly good progress in information and communication technology (ICT) as well as other foundation subjects.

Teaching and learning are good overall. Pupils enjoy lessons, understand the links between subjects and are keen to learn. Learning often involves group collaborative work and investigative tasks. Teaching observed was variable in quality but mostly good. There is good structure to the long term planning of the thematic units. However, in some lessons, learning was not planned effectively enough to meet the short-term needs of groups of pupils, by making use of existing knowledge about pupils' attainment.

Provision for care, guidance and support is good. Pupils are mostly happy and feel safe within an orderly environment. They get on well together and like their teachers. Support for vulnerable pupils and those who need additional help is good. Pupils know who to turn to, should problems arise. Behaviour is generally good and the pupils say that bullying rarely happens in the school. The wide range of artistic and sporting activities enables them to develop their cultural understanding and a healthy lifestyle. Well planned enterprise projects give them a good insight into the world of work.

The distinctive nature of the school is a direct result of the headteacher's good leadership. His vision of the curriculum and his view of how pupils learn best drive this school, supported well by staff who share the same ideas. This gives the school a strong sense of direction and purpose. At the same time, the school's leaders acknowledge that standards, although in line with the national average, need to be higher if pupils are to make the best possible progress when they leave the school. The school collects a significant amount of data about pupils' progress and this contributes to a comprehensive improvement plan. However, the plan does not identify clearly enough the immediate priorities in raising standards or the key actions required to bring about this improvement.

What the school should do to improve further

- Improve achievement in writing and mathematics.
- Develop teaching further through better use of up-to-date knowledge of pupils' attainment in planning the short term steps in pupils' learning.
- Clarify the key priorities for development within the school's improvement plan and the actions needed to bring about better achievement.

Achievement and standards

Grade: 2

Standards are broadly average overall. Results at the end of Key Stage 2 dipped last year in English and science but went up in mathematics. Over recent years, standards in English and science have been slightly above average with mathematics slightly below. The proportion of pupils who achieve the higher Level 5 in science is consistently good.

Achievement is good overall but varies across the core subjects. In the past two years, achievement in writing has been significantly lower than in reading. Progress in mathematics is not as good as in English. However, the good achievement of pupils overall is reflected in their development of a wide range of learning skills, such as problem solving and oral communication, and in their progress in foundation subjects. For instance, pupils do especially well in ICT and good progress is evident in other subjects such as music and history. The progress of the current Year 6 group against challenging targets suggests that standards and achievement are likely to be better in 2008.

There is no evidence of marked differences in the progress of different groups of pupils. Pupils with learning difficulties and/or disabilities achieve well and the gap between girls' and boys' performance in English is less than the national average.

Personal development and well-being

Grade: 2

Pupils enjoy school and this is reflected in above average attendance. They like their teachers and feel secure in their relationships with them. They are keen to learn and behaviour in lessons is mostly good. Much is done to improve pupils' self-esteem. Pupils work well together in a range of groupings demonstrating positive attitudes to learning and the ability to work independently.

Pupils show a good knowledge of how to live a healthy life. They know about the need for regular exercise and to eat a variety of food. They respond well to the emphasis in school on physical exercise and sport, taking part in a wide variety of activities including games, gymnastics and orienteering. Pupils do not regard bullying as an issue in the school. They understand how to keep safe. They move about the school sensibly and, when they have concerns, they know who to turn to. Pupils interact well with each other and mostly treat others with respect.

Elected pupils welcome the opportunity to contribute to school decisions through the work of the school council. They are also given responsibility around the school in assisting teachers as classroom monitors and acting as playground partners. However, the scope of this involvement in school matters is limited at present.

Pupils have a good understanding of right and wrong and the school strongly supports community work and a range of charities. The school provides an impressive range of

opportunities for pupils to take part in cultural experiences through their creative curriculum. This also enables pupils to contribute to the community through artistic performances and productions. Pupils' understanding of the wider multicultural world in which they are growing up is less secure.

The future economic well-being of pupils is enhanced by good quality enterprise initiatives that provide opportunities for pupils to develop their skills and understanding through creating and managing businesses. Standards in the basic skills are variable with strengths in ICT and reading but weaker attainment in mathematics and writing.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and contributes to positive, although variable, achievement. Strong relationships between staff and pupils are a feature of the school and this means that pupils work hard and are keen to succeed. Where lessons observed were effective, there were good opportunities for practical and investigative work that stimulated learning. The emphasis on problem solving and group activities motivated pupils well. The best lessons made good use of discussion and open questions to extend learning. These lessons had good pace, explanations were clear and teachers modelled expectations well.

Where teaching was less effective, planning was not sufficiently focused on the short term learning needs of pupils and teachers did not use their existing knowledge of pupils' attainment to plan for range of ability in classes. In some lessons, teachers' questions were not as effective at promoting discussion and, as a result, opportunities were missed to involve all pupils and extend learning.

The quality of marking is variable. The school's policy is to emphasise oral feedback. Most written comments in books tended to be largely positive but lacked emphasis on the next steps for pupils. Pupils are given learning targets in English and mathematics. However, there is not enough opportunity for them to address these through their daily work and marking does not always identify progress against these targets.

Curriculum and other activities

Grade: 2

The curriculum is good overall with some outstanding features. It has a very significant impact on pupils' personal development and contributes to good attendance. However, it has not yet produced consistently high rates of achievement in writing and mathematics.

The school provides an innovative curriculum that is based on clear values and principles. It is responsive to local needs, aiming to give pupils stimulating first hand experiences that will develop their self-confidence, raise their expectations and extend their cultural understanding. It is largely successful in this aim. There is a particular emphasis on creativity. All pupils learn to play musical instruments and there are regular opportunities to work with creative practitioners across a range of disciplines. In recent years, pupils have produced their own operas, worked with professional dance companies and made films. This approach enhances pupils' enjoyment considerably.

Teachers integrate the curriculum effectively. For example, pupils write with interest about environmental issues after a visit to Filey and produce their own poetry about St George and

the dragon stimulated by art work. This thematic approach is well planned in the long-term with clear connections between subjects but shorter term planning is not always effective enough in identifying steps in developing subject knowledge and skills.

The curriculum is further enhanced by particular, extended projects such as the 'Mathematics Week' that combines learning in mathematics with work in design technology and other subjects, and the Enterprise project in Year 6 that provides real contexts for pupils to apply their mathematical and language skills. There is a good emphasis on developing generic skills such as problem solving, group collaboration and oral communication. Provision for ICT is good as seen, for example, in the animated films made by pupils. Spanish is taught to all pupils and teachers find ways of making this work active and creative. There is good extra-curricular provision, especially in sport, where a wide range of clubs, games and competitions is available.

Care, guidance and support

Grade: 2

The school provides a good level of care for pupils. Pupils feel safe and secure. Relationships with pupils are good and clear procedures with a strong emphasis on discipline contribute to an orderly atmosphere. The broad and creative curriculum meets the needs of different groups of learners well. There are close links with neighbouring infant and secondary schools that help to smooth transition.

All staff work well together to support vulnerable pupils. Good tracking enables teachers to identify pupils who cause concern and appropriate support is allocated through specific interventions. Provision for pupils with learning difficulties and/or disabilities is well established. The lead teacher has a thorough knowledge of procedures. Shared individual targets, established and regular reviews and good links with external agencies ensure that everyone works well together. This helps pupils to make good progress. Teaching assistants support class teachers well. They are knowledgeable and, as a result, are able to lead specific interventions for pupils effectively.

All statutory requirements for health and safety procedures are well established and rigorous in their documentation and implementation. The school monitors levels of attendance rigorously and it has improved as a result. It also collects a considerable amount of data about achievement. Pupils are informed about their progress and teachers generate learning targets for them in English and mathematics. At present, teachers do not always use this knowledge of pupils' up-to-date attainment to inform their planning of lessons, especially for different groups of pupil.

Leadership and management

Grade: 2

There are particular strengths in the school's leadership. The headteacher sets very clear direction to the school. He has a strong vision for the school based on considered principles and a particular view of pupils' learning. This drives the work of the school and has contributed to good provision in the curriculum and support for pupils' care, guidance and support. Staff share the same values and work together well towards common aims. The school has a good capacity to improve.

Standards are broadly average and the school's leadership accepts that its challenge is to improve achievement further in the core subjects. It is currently setting challenging targets in relation both to standards and attendance. The school's self-evaluation is accurate. It recognises its strengths and is increasingly aware of areas for development. The school's improvement plan is hugely detailed but does not at present identify clearly enough what needs to be done to raise standards in the next year or the key actions required to bring about this improvement.

The school tracks pupils' performance in detail making use of a wide range of measures. This is effective in identifying the needs of individual pupils and providing additional support but is used less well to analyse trends and patterns in achievement across the school. Procedures for monitoring and evaluating teaching and learning are satisfactory. The headteacher observes lessons and there are periodic scrutinies of pupils' work although opportunities are sometimes missed to provide clearer feedback about pupils' progress in lessons and areas for development in teaching. Subject leaders are not directly involved in monitoring standards and quality in their subjects on a routine basis.

The governing body offers good support to the school and the chair of the governing body meets the headteacher regularly. The school acknowledges that it needs to extend the involvement of some governors with the school and their understanding of issues, so that they are in a better position to question and challenge decisions, where appropriate. The school enjoys the support of most of its parents who speak well of the curriculum, teaching and good behaviour. A significant minority expressed the opinion that their views were not taken sufficiently into account and felt that communication could be better.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Kiveton Park Meadows Junior School, Rotherham, S26 5QT

Mrs Pringle and I very much enjoyed meeting you when we visited the school on the 1-2 July 2008. You told us that you like coming to school and you especially enjoy the extra activities provided by the school. This includes the visits you go on and the musicians, opera singers and journalists that you work with. There are lots of sporting activities after school and most of you seem to be involved in some of them.

You also said that you enjoy most of the lessons and we saw this when we joined the classes. The teachers try to make lessons fun by using practical experiences and giving you opportunities to work together and solve problems. This works well in most lessons. The teachers also use topics to make connections between subjects and this gives you the opportunity to work in detail and to write about things that you have experienced. Standards are average overall but we have asked the school to try to improve the progress made by pupils in writing and mathematics where standards are a little lower.

The school has a very interesting curriculum with a lot of emphasis on creativity. This helps you to develop self-confidence, the ability to work with others and your oral communication skills. You enjoy the opportunity to serve on the school council and to act as monitors and we have asked the headteacher to think about ways of giving you even more responsibility. Most pupils behave well and you told us that there is very little bullying. You feel safe in school and like your teachers. You can turn to them if you have any problems.

We have asked the school to think about ways of making teaching even more effective. We have also said that the school should be clearer about what it needs to do over the next year to raise standards.

Thank you again for being so friendly when we visited the school and for talking so openly to us.