

Kiveton Park Infant School

Inspection report

Unique Reference Number	106884
Local Authority	Rotherham
Inspection number	309255
Inspection dates	13–14 September 2007
Reporting inspector	Jane Hughes

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	3–7
Gender of pupils	Mixed
Number on roll	
School	137
Appropriate authority	The governing body
Chair	Miss Sam Jarram
Headteacher	Mr Donald Widdows
Date of previous school inspection	6 October 2003
School address	Station Road Kiveton Park Sheffield South Yorkshire S26 6QP
Telephone number	01909 770303
Fax number	01909 515176

Age group	3–7
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average school draws children mainly from areas of social disadvantage. More pupils than average have learning difficulties and/or disabilities, although a smaller than average proportion has a statement of special educational need. Most pupils are of White British heritage and all speak English at home. The school has achieved Healthy Schools status and the Basic Skills Quality Mark. It is a Young Enterprise member. The Nursery provides part-time provision for up to 52 children.

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 Infant is a good school. Parents acknowledge that it is, 'a well run school, responsive to children's needs'. This is because the school's leadership prioritises pupils' emotional well-being alongside their academic success. As a result, pupils enjoy very happy first experiences of learning and develop firm foundations for their future success. The school has improved well since its last inspection. Senior leaders have an accurate overview of the school's strengths and areas to improve and everyone works towards the same clear goals. This has helped the school to overcome the difficulties raised two years ago by a restricted budget. Astute leadership by the headteacher, senior leaders and governors, along with a return to a more generous and stable staffing picture, ensure that the school has good capacity to improve further.

Pupils' achievement is good. Standards are broadly average by the end of Year 2: above average in reading and writing but below average in mathematics. Pupils with learning difficulties and/or disabilities make good progress because they receive highly focused help from carefully deployed support staff. However, higher attaining pupils do not always receive enough challenge in lessons and this restricts the standards they reach.

Pupils flourish here. Their attitudes to learning are good and they behave well because they know that anything less is unacceptable. Good levels of care, guidance and support enable pupils to blossom into confident, open-minded citizens with strongly developed notions of right and wrong. Rigorous tracking of pupils' progress is firmly established and, throughout the year, staff regularly adjust their expectations of pupils' performance. This continues to drive up standards and improve pupils' achievement. Parents are quick to recognise that their children do well here with comments such as, 'My child has gone from strength to strength.' Consistently good teaching enthuses pupils to take the most from lessons. They take pride in their work and enjoy additional activities set for them to do at home. Parents are appreciative of the work of the school and play an active role in supporting their children's learning both in and out of the classroom. A stimulating programme of visits and visitors support the rich, practically-based curriculum. This gives pupils a good flavour of the diversity of the modern world and a better understanding of how they can make a positive difference within it.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Foundation Stage with skills below those expected for their age. They achieve well, so that, by Year 1, most are working securely within the expected levels in all areas of learning. This is because Foundation Stage leaders gain an accurate picture of what each child needs to do next to improve. Staff use data well to identify possible patterns of learning that begin with the nursery age children. For instance, managers have tracked back the weaker mathematics profile seen in Year 2 in 2007 and there is now a sharper focus on aspects of children's mathematical development through the Foundation Stage. The school's early focus on children's personal, social and emotional development pays clear dividends. They settle easily into school routines and develop a firm love of learning that stands them in good stead for the future. Teachers provide a range of exciting, practical activities that capture the imaginations of young children and makes them eager to come to school each day. Their parents say they feel well informed of their children's progress and agree that the school takes good care of their children.

What the school should do to improve further

- Raise pupils' standards in mathematics by the end of Year 2.
- Ensure higher attaining pupils receive appropriately challenging activities so that more reach higher standards in their work.

Achievement and standards

Grade: 2

From the Foundation Stage onwards pupils continue to make good progress through the school. By the end of Year 2, standards are broadly average overall. Although pupils reached above average standards in reading and writing in the 2007 assessments, standards in mathematics were just below average. This represents good overall achievement from below average starting points. Nevertheless, the proportion of pupils reaching higher standards dipped in 2007, primarily because tasks set for higher attaining pupils sometimes lack sufficient challenge. Pupils with learning difficulties and/or disabilities make similarly good progress to others. This is because of the meticulous support and guidance they receive from class teachers and teaching assistants. Standards dipped in 2006, mainly because of budget constraints. Fewer staff were available to provide specific support for individuals and small groups of pupils. Increased levels of support staff in 2007, coupled with better academic guidance, resulted in the 2007 rise in standards.

Personal development and well-being

Grade: 2

Pupils enjoy school greatly as reflected in their regular attendance and punctuality. It is not unusual to hear them cheer as the doors open in the morning and parents make comments such as, 'My child cannot wait to get to school!' Young children rush into class, often with parents in tow. They relish the first part of the day as parents help them to enjoy books and other activities. Pupils' positive attitudes to school shine through their good behaviour, both in lessons and at playtimes. Occasionally, however, pupils are a little slow to respond to teachers' requests and this interrupts the flow of a few lessons. Strong relationships underpin the work of the school. Pupils learn from the example set by adults and treat others with respect. Pupils enjoy taking responsibility as monitors or members of the school council. They carry out these duties with pride. Pupils' good spiritual, moral, social and cultural development is evident throughout the school and they develop into helpful and knowledgeable members of the community. Regular work with partners helps pupils to value teamwork. Strong community links help pupils to appreciate how local service providers offer support. Pupils learn to offer practical help to others through impressive fundraising activities for charities in this country and in Tanzania.

Quality of provision

Teaching and learning

Grade: 2

Pupils make the most of the good quality lessons they enjoy each day, no matter what their age. As a result, they make good progress in lessons. Bearing in mind that, at the time of the inspection, some younger children had been in school for just two days, teachers' consistently high expectations had already established a hard working and productive learning environment. Parents acknowledge that staff, 'encourage children to reach their full potential'. Even so, some

higher-attaining pupils do not receive enough challenge and focus to reach still higher standards in their work. Teachers mark pupils work regularly, often with pupils beside them. This allows immediate feedback for each pupil on how they can improve their work. Teaching assistants provide skilful support for those pupils with learning difficulties and/or disabilities. Other pupils are also encouraged to participate in this support as, for example, many children learn British Sign Language. This helps everyone to communicate to some degree with hearing impaired children, even if they are not in the same class. Good quality questioning during lessons and detailed recaps at the end ensure pupils learn quickly and consolidate their understanding of the main messages in each lesson.

Curriculum and other activities

Grade: 2

A plethora of colourful activities and tactile tasks stimulate pupils' interest in learning. Practical learning opportunities range from making tasty porridge to solving mathematical problems outside school with support from adults. Close attention to pupils' personal and social education, coupled with a keen regard for their blossoming creativity, enhances their academic and social learning through drama, music and sport. Recent success at the local 'Roscars' by the school's digital film making club is a good example of how the school encourages creativity through effective teamwork. Provision for literacy, numeracy and information and communication technology (ICT) is good and helps pupils to achieve success in their learning. As a result they are well prepared in terms of their future economic well-being. Numerous visitors and visits enliven the curriculum. All adults contribute to pupils' learning as, for example, the site supervisor talks about his work in school and passes on important hygiene messages at the same time. Parents particularly value the breakfast and after-school clubs and these help to forge strong links with other local schools.

Care, guidance and support

Grade: 2

The school ensures that pupils receive very effective support when they first arrive in school so that they settle quickly. This builds their confidence in, and enjoyment of, school. Similar good liaison with the junior school allows pupils to leave school with little anxiety at the end of Year 2. The correct procedures are in place to safeguard pupils and to promote their health and safety. Staff are familiar with these and well trained to follow them carefully. Administrative, ancillary and lunchtime staff help to ensure the school is clean, orderly and well run. The tracking of pupils' progress improved considerably in 2007, with new methods for analysing data. Staff have a clear understanding of what pupils know and can do. Following assessments of pupils' progress, teachers regularly revise individual targets. This ensures that pupils mostly have challenging yet realistic targets to work towards. Parents praise the approachability of the staff and say they feel welcome and 'listened to' in school.

Leadership and management

Grade: 2

Following several terms where the headteacher worked without a deputy headteacher, the successful partnership between the headteacher and acting deputy headteacher is producing clear improvement in the school. Their detailed analysis of the school's 2006 national test results led to a complete review of assessment procedures in 2007 which is already impacting

well on pupils' progress. The small staff team work very well together. They are highly motivated to maintain last year's improvements. The strong determination to make this an outstanding school stems from the clear leadership of the headteacher about what remains to be done. Senior leaders regularly check the quality of lessons, although recorded observations do not always focus clearly enough on what pupils learn. Experienced governors bring a variety of skills to the leadership team. They have a clear view of the school's strengths and priorities and offer appropriate support and challenge to the leadership team.

Annex A

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 effectiveness of the Foundation Stage	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	2
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	2
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 Infant School, Sheffield, S26 6QP.

- Thank you for being so friendly and helpful when I visited. I enjoyed chatting with you about your school and looking at your work. Some of you told me that people are, 'happy and kind' at your school. I know that you are right. I was lucky to visit on the day of the nursery picnic, where the children made porridge for the three bears. Even though I had left the Nursery by the time the porridge was ready, the nursery children were very kind and brought a bowl for me - it was delicious, thank you!
- In my report, I tell everyone that yours is a good school. This is because you know a lot and learn well. You behave very well, take turns and listen to what other people think. School councillors do a good job and make the school even better for everyone. You learn to eat healthily and do lots of exercise to stay fit. Your teachers and all the adults in school take good care of you. They make every day interesting with special activities like making films about castles and dragons.
- Lots of the mums and dads and other people who look after you told me how pleased they are with your school too.

When I looked to see what your school could do better, I found two things. I have asked all your teachers to help you do better in mathematics by the time you leave Year 2. I have also asked them to make sure they help more of you to do even better work. You can help with this by always trying hard to do your best work.

- Thank you for making my visit to your school such fun.