

Keresforth Primary School

Inspection report

Unique Reference Number	106582
Local Authority	Barnsley
Inspection number	336698
Inspection dates	28–29 April 2010
Reporting inspector	Rosemary Eaton

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Mrs Maggie Clarke
Headteacher	Mrs Helen Otley
Date of previous school inspection	27 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons and 10 teachers were observed. The inspectors held meetings with groups of pupils, staff, and the chair of governors. They observed the school's work, and looked at safeguarding and other policies, assessment information, and samples of communications with parents. The 115 questionnaires returned by parents were analysed as were those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teachers meet the learning needs of all pupils
- the impact of leaders' work to improve attainment and progress
- the school's work to improve attendance and evidence of its impact
- the success with which the needs of children in the Early Years Foundation Stage are met.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is a little below average. Most pupils are White British. A smaller than average proportion of pupils has special educational needs and/or disabilities, although the proportion with a statement of special educational need is greater than average. The nursery is housed in a separate building with the children attending during mornings only. The headteacher joined the school in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

By rigorously analysing assessment information and systematically observing teaching and learning, the headteacher has very rapidly established an accurate view of the school's strengths and weaknesses. This work has resulted in sharply focused plans for moving the school forward, which are already having an impact on key areas such as the quality of teaching and pupils' progress and attainment. Other staff with leadership roles are taking on more responsibility for monitoring, evaluating and improving the school's performance, although some are still in the early stages of developing the necessary expertise. All in all, there is convincing evidence of the school's sound capacity to continue to improve.

Although outcomes for pupils are satisfactory overall, there are some real strengths. The effective care and support the school provides help to ensure that pupils feel safe and successfully encourages them to behave well. They follow the example set by adults and are happy to help others, for example, by acting as playground leaders or 'waste warriors'. Pupils are well aware of what constitutes a healthy lifestyle. One of the aspects of the curriculum they enjoy most is the provision for physical education.

Children make good progress during the Early Years Foundation Stage because learning opportunities and teaching meet their needs well. After leaving the Reception Year, progress slows and is satisfactory overall in Key Stages 1 and 2, reflecting the quality of teaching. Teaching is improving and demonstrating more good features. However, during too many lessons, learning moves on at only a steady pace because, for example, pupils spend too long listening to the teacher or work is not matched closely enough to the needs of particular groups.

What does the school need to do to improve further?

- Increase the rate of pupils' progress in Key Stages 1 and 2 by improving teaching, so a greater proportion of lessons are good or better, ensuring that:
 - time is used more effectively
 - tasks are matched accurately to the needs of different groups of pupils
 - lessons include activities that enable pupils to learn in different ways.
- Ensure that the leadership skills of teachers holding posts of responsibility are improved so they are able to play a fuller part in:
 - analysing assessment information
 - monitoring and evaluating the quality of teaching and learning

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- planning for school improvement.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils invariably approach lessons with positive attitudes. They are prepared to think hard and try to solve problems and they enjoy answering teachers' questions and telling the class about their work. When asked to work in pairs or small groups, pupils are sensible and listen to each other's point of view. During a number of lessons, pupils' enthusiasm falls away, for example, when activities are protracted or are too hard or too easy for particular groups. On these occasions, lack of interest and fidgeting show clearly that pupils are not learning well.

Attainment tends to fluctuate from year to year but is typically broadly average in English, mathematics and science. Mathematics tends to be the strongest subject. Inspection evidence indicates that progress is currently accelerating and attainment is rising, notably in English, in line with improvements in teaching. Pupils in Year 6 appear on track to exceed the school's targets. Past data show that boys' attainment and progress are often stronger than those of girls. Assessment information suggests that these gaps are starting to narrow. Pupils with special educational needs and/or disabilities make satisfactory progress overall. The pupils that have the most significant needs progress comparatively faster because they receive additional support to help them learn.

Pupils confirm that there are few incidents of bullying. They appreciate that they should tell an adult at once if they have concerns and are confident that help would be forthcoming. Pupils also explain that they help each other, both as friends and through formal responsibilities. They make very positive contributions to the school and wider community. For example, an environment group helps to keep the grounds tidy and attractive, and junior wardens have recently begun to find out about ways to make the world safer, initially by learning first aid. Pupils contribute to keeping their parents informed about school life by producing lively newsletters. Pupils' effective moral and social development is clear to see. They work and play happily with children who are from different backgrounds. Attendance is currently average and a previous downward trend has been reversed. Fewer absences together with sound literacy and numeracy skills help to ensure that pupils are prepared satisfactorily for the next stage in their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers show that they value each pupil's ideas, successfully encouraging them to contribute to discussions. Positive working relationships help to maintain good behaviour during lessons. When activities are varied and enable pupils to learn in different ways, such as discussing ideas with a partner, writing notes and sticking them onto displays, or using information and communication technology, the pace of learning is fastest. Too often, tasks are mundane and predictable or pupils receive information passively. 'We never get a go', one pupil observed resignedly. Teachers consistently ensure that pupils appreciate what they are intended to learn. They use their assessments of pupils' learning in order to identify the levels at which pupils are working and to set targets for different groups within the class. However, activities do not always enable every pupil to learn as well as intended because they are either the same for all or are pitched inaccurately for some. In one lesson observed, a group became disillusioned because the work was too difficult. In another, the highest attainers were held back because other pupils needed more time to complete the same task. Teaching assistants often provide sensitive support, particularly to pupils with the most significant special educational needs and/or disabilities.

The curriculum supports aspects of personal development well. For example, pupils have plenty of opportunities to learn how to stay safe in situations such as when riding bikes or using the internet. The school offers a good range of relevant and stimulating visits. Pupils in Years 5 and 6 described in glowing terms the residential visit to Norfolk, recalling exciting activities such as rock-climbing and using a zip-wire. French is well established. Year 3 and Year 4 pupils are proud that they all learn to play the clarinet

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and the choir is active in the local community. Both music and sport benefit from links with other schools and agencies. Important skills such as literacy and numeracy are promoted satisfactorily, with growing opportunities for pupils to learn and apply them across the curriculum.

The school is a very welcoming place in which to learn and play. New entrants are supported comprehensively and each pupil is known well by all adults. The learning mentor plays a significant role in meeting the needs of particularly vulnerable pupils. She coordinates the arrangements for providing the care and support needed by each of these pupils, which might include art or play therapy, bereavement counselling, or just an open invitation to come and talk in confidence. There are good systems to support pupils who have challenging behaviour, with approaches tailored to their particular needs. The systems to promote regular attendance have been revised this year. Pupils are motivated by the rewards they can earn and the impact is seen in reducing absence rates.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has tackled with energy and determination the task of spearheading the drive for improvement. She has set a cracking pace for the school's development by identifying just how and when the school's key priorities are to be achieved. Already, there is clear evidence that the school is moving forward on a number of fronts. Several leaders have taken on significant tasks such as monitoring the provision for particular groups of pupils or in certain subjects. They are all developing their ability to analyse assessment information, identify the reasons for anomalies and plan ways to overcome these. As a result, for example, teachers are making sure girls' needs are met more effectively and, hence, the gap between their performance and that of boys is starting to narrow. All this confirms the school's commitment to providing equal opportunities to all pupils. Governors are increasingly finding out about the school's work at first-hand. The expertise of their chair makes a valued contribution to safeguarding. Computerised systems are used well to ensure safeguarding records are maintained and analysed efficiently and rigorously. The school successfully encourages parents to support their children's learning, for example, by offering courses on topics such as linking letters and sounds. The school reaches out into the local community but has yet had little impact beyond its immediate vicinity.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When they start in the Nursery, the level of children's skills varies but is usually either below or in line with the expectation for their age. Most make good progress in their learning and in developing personal qualities such as independence and the ability to get along well with other children. By the time they leave the Reception class, they are nearly always working securely within the expected levels. Staff make sure that children learn in interesting, well-equipped and welcoming settings. They are encouraged to explore, investigate and try things out. Children were enthralled by what happened as they added water to sand, exclaiming, 'It's like cement!'. There are effective partnerships with parents, supported by visits by staff to children's homes. Adults know individuals well and keep detailed records of their progress. This information is used well to plan the next stage in learning for each child. However, leaders do not systematically analyse data to monitor trends or compare the progress made by different groups of children. Leaders take care to provide plenty of opportunities for children in the Reception class to work and play outside, despite deficiencies in the accommodation. Children's health and safety is given high priority.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The questionnaires returned indicate that in some respects parents tend to have a more positive view of the school than that justified by the inspection findings. For example, the quality of teaching is satisfactory, rather than good. Inspectors agree that children enjoy school and that they are kept safe and encouraged to be healthy. A few parents commented about their particular experiences of the school, both positive and negative. A very few have concerns about their children being taught by more than one teacher. This is a situation that currently the school is not able to avoid. Many aspects of the school are being reviewed by its leaders, who welcome parents' suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keresforth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 115 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	46	57	50	4	3	0	0
The school keeps my child safe	56	49	57	50	2	2	0	0
The school informs me about my child's progress	38	33	68	59	7	6	1	1
My child is making enough progress at this school	35	30	73	63	5	4	0	0
The teaching is good at this school	37	32	70	61	3	3	0	0
The school helps me to support my child's learning	31	27	73	63	6	5	0	0
The school helps my child to have a healthy lifestyle	38	33	73	63	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	30	68	59	7	6	0	0
The school meets my child's particular needs	39	34	70	61	3	3	0	0
The school deals effectively with unacceptable behaviour	32	28	64	56	10	9	1	1
The school takes account of my suggestions and concerns	25	22	79	69	5	4	1	1
The school is led and managed effectively	29	25	77	67	6	5	1	1
Overall, I am happy with my child's experience at this school	42	37	70	61	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Keresforth Primary School, Barnsley, S75 3NU

Thank you for being so friendly and welcoming when the inspectors visited your school. We enjoyed our short time with you and would like to thank especially the pupils who met us to talk about the school. They gave us some very useful information and were a credit to the school. The inspectors judged that yours is a satisfactory school. Here are some of the best things about it:

- you feel safe in school and behave well
- you know how to keep healthy
- you take on lots of responsibilities and are always happy to help others
- the adults in school take good care of you
- there are some good aspects to the curriculum, such as exciting visits and opportunities for music and sport
- children get off to a good start in the Nursery and Reception classes.

Your new headteacher has lots of good ideas for improving the school and it is already starting to move forward. I have asked the school to:

- make sure your work in more lessons is interesting from start to finish and is just hard enough for everyone in the class
- enable more of the teachers to be involved in checking how well the school is getting on and helping it to improve.

You can help by continuing to work hard and by politely telling your teachers if work is too hard or too easy. I send all the adults and each one of you my best wishes for the future.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

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