

Kexborough Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 106623 |
| Local Authority | Barnsley |
| Inspection number | 336709 |
| Inspection dates | 19–20 October 2009 |
| Reporting inspector | Fiona Gowers |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 202 |
| Appropriate authority | The governing body |
| Chair | Mr G Lord |
| Headteacher | Mrs Sara Harris |
| Date of previous school inspection | 4 March 2007 |
| School address | Ballfield Lane Kexborough Barnsley S75 5EF |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and pupils. They observed the school's work and looked at policies, the school improvement plan and analysis of the school's records on progress and attainment. There were 61 questionnaires completed by and returned from parents and carers. The inspection team also received and analysed questionnaires from pupils and staff.

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

- the progress all groups of pupils make and how well they apply themselves in lessons, in particular all pupils in mathematics and boys in writing at Key Stage 2
- whether pupils are given a sufficient level of challenge to make satisfactory or better progress and if they know how to improve their work further
- the extent to which pupils feel safe, develop skills to contribute to their future economic well-being, and the extent of their spiritual, moral, social and cultural development
- the strengths of the curriculum and the impact of the English and mathematics ability groups at Key Stage 2.

Information about the school

The school is broadly average in size. The proportion of pupils entitled to free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is broadly average. However, the proportion of pupils with a statement of special educational needs is above average. Most pupils are of White British heritage and very few are at the early stages of learning English as an additional language. The school provides a breakfast club for pupils each morning and it has received the Healthy Schools Silver and Activemark awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has a number of outstanding features. In particular, parents and carers comment that staff 'go the extra mile' in the care, guidance and support of pupils. This high-quality care underpins pupils' excellent behaviour and helps them feel extremely safe and secure. It also develops a very good understanding about how they can keep themselves safe and healthy. In this very nurturing environment, pupils with special educational needs and/or disabilities make excellent progress because of the extremely well-targeted support provided. The majority of pupils make good progress. However, more-able pupils in some lessons do not always do as well as they should, because their learning activities are not always challenging enough.

Notable strengths of the curriculum include the very wide range of sporting activities and the emphasis placed on creative activities, music, cookery and modern foreign languages. The school is currently developing the outdoor environment further. Although pupils greatly enjoy activities outdoors, opportunities to use the school grounds to extend and consolidate their learning across the whole curriculum are not always fully used. In addition, the school acknowledges the need to provide more opportunities for pupils to develop a deeper understanding of different faiths, cultures and communities beyond the immediate locality.

The school is constantly seeking to improve further. To this end, there is a strong commitment to providing professional development for staff. School leaders actively canvass the views of parents and carers, staff and pupils and thorough self-evaluation procedures provide them with an accurate picture of the school's strengths and a clear view of how it wants to improve further. Such strengths of leadership, alongside the improvements made since the previous inspection, such as a rise in attainment in mathematics and enhanced provision in the Early Years Foundation Stage, demonstrate the school's good capacity to sustain the rate of improvement.

What does the school need to do to improve further?

- Accelerate the progress made by more-able pupils by ensuring that learning activities are challenging enough for them in all lessons.
- Extend the curriculum by:
 - providing more opportunities for pupils to use the outdoor learning environment to consolidate and extend their learning
 - develop a greater understanding of different faiths and cultures in the local area and further afield.

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Outcomes for individuals and groups of pupils

2

Pupils clearly enjoy their lessons. They grow in confidence in their own abilities as they establish very positive relationships with school staff. A group of pupils spoke enthusiastically about the good range of learning activities provided, agreeing, 'Our teachers always try and make lessons fun!' As a result, pupils are engaged in lessons, motivated to work hard and develop positive attitudes to learning. The majority of pupils, including boys in writing activities, make good progress. Pupils with special educational needs and/or disabilities make excellent progress because staff get to know the individual needs of each pupil extremely well and provide support pitched precisely at the right level. However, more-able pupils in a minority of lessons do not attain as highly as they should. This is because they do not always have opportunities to extend their learning further.

Attainment is broadly average by the end of Year 6. This represents a trend of good overall achievement from pupils' below average and often well below average starting points. In particular, standards in mathematics have risen significantly as a result of the success of a whole-school initiative to improve the teaching of this subject.

Other key features of pupils' outcomes include the following.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 1 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| 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 | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |

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

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

| | |
|--|----------|
| The extent of pupils' spiritual, moral, social and cultural development | 2 |
|--|----------|

How effective is the provision?

The majority of pupils make good progress because they receive good-quality teaching. Teachers provide clear guidance about what pupils are going to learn and how they can improve their work further. Most lessons move along at a brisk pace and teachers effectively use probing questions, partner discussions and a range of activities to reinforce pupils' learning. Pupils with special educational needs and/or disabilities are catered for extremely well through very well-structured support programmes tailored to their individual needs.

The school provides a good curriculum, which contributes particularly well to pupils' personal development and well-being. The school is currently developing the curriculum to ensure that it meets the needs of all pupils and acknowledges there is scope to use the school grounds more effectively to enhance pupils' learning across the curriculum. The curriculum for pupils in Year 1 is being adapted to help pupils learn more effectively through a greater emphasis on planned purposeful play activities. English and mathematics ability groups have been recently introduced for many pupils in Key Stage 2. This new arrangement is helping most pupils make good or better progress. Pupils throughout school really enjoy a very wide range of enrichment activities. All pupils have the opportunity to learn a modern foreign language and to cook. Every pupil in Year 4 and above learns to play a musical instrument. It is not surprising that many parents and carers agree that: 'The children are very happy at school. There is always lots on offer, both in school and after school.'

Pupils say they feel very well looked after at school and that they can always find someone to help if they have a problem. Pupils who attend the breakfast club are very well cared for and receive a very healthy and nutritious start to each day.

The school's approach to meeting the needs of more vulnerable pupils and their families is excellent. Attendance is broadly average and the school does all it can to promote it, by celebrating good attendance and working closely with families and other agencies. In addition, highly effective arrangements ensure that pupils move on to the next stage of learning with ease.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

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

The headteacher, supported well by members of the recently restructured leadership team, is determined to provide the best for every pupil at school. Questionnaire responses show how effectively school leaders galvanise the support of staff, parents and carers, and pupils. The roles of other leaders in school are developing well as members of staff are encouraged to undertake further training to enhance their leadership skills. School improvement initiatives are successful because the whole school community understands their purpose. Proposed developments are often trialled and carefully evaluated to ensure that they benefit pupils, before these developments are fully adopted. For example, the whole school enjoyed taking part in a 'Chocolate' topic and Italian themed day before launching their new curriculum.

School leaders carefully monitor the progress and well-being of each individual. Effective systems are in place to ensure that all groups of pupils have equal opportunities to participate in all the school provides and to tackle any discrimination, should it arise. Governors are rigorous in ensuring that safeguarding procedures are regularly reviewed, that they are good and meet current requirements. Governors have the professional expertise to support and challenge the school in its drive for improvement. For example, governors are playing a key role in the current plans to refurbish the school buildings. The school's contribution to community cohesion is satisfactory. Pupils enjoy being actively involved in decision making at school and working alongside others in the local community, such as during a recent 'Environment Day'. However, the school is aware that pupils' knowledge and understanding of different faiths and cultures beyond the immediate locality is more limited.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| 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 | 2 |

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

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Early Years Foundation Stage

When children start school there is a very wide spread of ability. Generally, children's skill levels are below and often well below those expected for their age.

Parents and carers are very appreciative of all the Early Years Foundation Stage provides, typically commenting, 'In the short time my child has been at school, my child has gone from being shy and quiet child to a confident chatty person, who is eager to share experiences about school.' The warm and caring approach of the staff and the opportunities they have to work alongside older children in the setting help the new children settle in quickly.

Children behave very well and show they are ready to learn. They make good progress in all areas of learning. The best progress is made in adult-led sessions, as they are well tailored to the needs of different ability groups. Children are very proud of their accomplishments and clearly enjoy the challenge of the 'tricky' work. In addition, staff incorporate a good range of rhymes, songs, games and practical activities into such sessions. This motivates children to learn and keeps them interested and engaged. Although children enjoy a wide range of activities to explore independently, both indoors and outdoors, they generally do not make as much progress in these activities, as the learning focus is not always quite as clear.

The Early Years Foundation Stage leader has successfully established an integrated unit since the previous inspection and levels of skills are rising. The strong staff team is committed to improving the provision further and to this end the outdoor learning area is currently being developed further.

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 overwhelming majority of parents and carers who responded to the questionnaire are very happy with the school. In particular, parents and carers agreed that teaching is good at the school and that the school is led and managed effectively. In addition, many parents and carers wrote or commented about how happy their children are at school and about the school's welcoming atmosphere and friendly approachable staff. Inspection findings confirm many of the strengths identified by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kexborough 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 inspector received 61 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 35 | 57 | 25 | 41 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 36 | 59 | 24 | 39 | 1 | 2 | 0 | 0 |
| The school informs me about my child's progress | 29 | 48 | 29 | 48 | 3 | 5 | 0 | 0 |
| My child is making enough progress at this school | 30 | 49 | 28 | 46 | 2 | 3 | 0 | 0 |
| The teaching is good at this school | 36 | 59 | 25 | 41 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 28 | 46 | 31 | 51 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 26 | 43 | 33 | 54 | 2 | 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) | 31 | 51 | 27 | 44 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 30 | 49 | 30 | 49 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 31 | 51 | 25 | 41 | 1 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 24 | 39 | 30 | 49 | 3 | 5 | 0 | 0 |
| The school is led and managed effectively | 37 | 61 | 22 | 36 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 41 | 67 | 19 | 31 | 1 | 2 | 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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



21 October 2009

Dear Pupils

Inspection of Kexborough Primary School, Barnsley, S75 5EF

On behalf of the other inspectors and myself, thank you for being so friendly and welcoming when we inspected your school recently. You told us how much you enjoy all your activities at school, such as learning to speak French and Spanish, doing a lot of cooking and learning to play a musical instrument. We were very impressed with your beautiful singing in assembly. With so many exciting things to do it is not surprising that you enjoy coming to school so much.

Your headteacher leads your school well and makes sure that you are happy and that you learn well. Adults in school look after you very well indeed so you feel safe and confident about asking them for help. You should be very proud of yourselves because you are very polite and well behaved.

Your school provides you with a good education. You work hard and make good progress with your work in lessons. This is because you receive good-quality teaching and teachers show you how to improve your work further.

To make your school even better we have asked your headteacher and all the staff to:

- give those of you who are capable of reaching even higher standards some really challenging activities to do, so you really have to think hard
- use all the lovely areas in your school grounds more to help you learn
- help you find out more about people of different faiths and cultures.

Please keep working hard and enjoying your school.

Yours sincerely

Mrs Fiona Gowers

Lead inspector

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