

Kirkby Avenue Primary School

Inspection report

Unique Reference Number	131341
Local Authority	Doncaster
Inspection number	341132
Inspection dates	13–14 July 2010
Reporting inspector	Joan McKenna

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	234
Appropriate authority	The governing body
Chair	Mrs V Caswell
Headteacher	Mrs Beverley Lockwood
Date of previous school inspection	23 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine lessons taught by eight teachers and other sessions where pupils were receiving individualised support from teaching assistants. A selection of pupils' work was looked at. Inspectors held meetings with staff, a governor and a group of pupils. They observed the school's work, and looked at documentation including data about pupils' progress, records of monitoring, policies, action plans, the 40 questionnaires returned by parents and carers and those completed by staff and pupils.

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

- whether all groups of pupils are making consistent progress across all key stages
- whether assessment information is being used enough to help pupils understand how to improve their work and take responsibility for their own learning
- whether any aspects of the school's work are outstanding, as the school suggests
- whether leaders at all levels are playing an effective part in improving the school.

Information about the school

The school is an average-sized primary school and the very large majority of its pupils are of White British heritage. A very small number speak English as an additional language. The proportion of pupils known to be eligible for free school meals is a little above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has gained the Basic Skills Quality Mark, the Investors in People Award and has Healthy Schools status. The school has had several changes of staff since the last inspection and has only had a complete and permanent complement of staff since 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which enables pupils to achieve well both personally and academically. The headteacher's and senior leaders' determination to provide the best for pupils is seen in the clear direction they provide and the shared commitment they have promoted among staff. They undertake a lot of monitoring and understand well the school's strengths and key areas that require development, taking targeted action to tackle the latter. The school has improved well since its last inspection; pastoral provision, pupils' behaviour, the quality of teaching, the curriculum and pupils' achievement are all stronger than previously. The school is demonstrating a good capacity to improve further.

The quality of care, guidance and support is outstanding and has a positive impact on pupils' personal outcomes, which are good. Pupils are well known and valued as individuals and successful efforts are made to ensure that all feel safe and secure. The school is vigilant in attending to the different personal needs that pupils have and those who have additional needs receive particularly well-targeted support to help them participate fully in what is on offer. Pupils' behaviour is good, they enjoy positive relationships with each other and with adults, attend regularly and make a positive contribution to school life.

Pupils achieve well overall. They enter with a level of skills that is generally below expectations for their age and usually reach broadly average standards by the end of Year 6. Pupils make particularly good progress in some year groups, notably towards the end of each key stage. Rates of progress are variable across the school, however. The quality of teaching is good, overall. Some is very effective, dynamic, well planned and delivered with a precise attention to meeting the needs of individuals in the class. In a minority of lessons, however, work is not always well matched to all pupils' needs and learning is slower. The use of assessment information to set targets, inform pupils of how to improve their work and to enable pupils to take on some responsibility for their own learning has improved considerably since the last inspection and is good. Pupils' progress is tracked and the resulting information is used to decide on action to be taken to improve it. Some aspects of the analysis, for example of the impact of some interventions and how different groups are performing, are not yet fully comprehensive or systematic. The curriculum is good, providing regular and positive opportunities for pupils to develop their interests, talents, and creative and practical skills. The school's work with external partners to improve provision and outcomes for pupils is outstanding.

What does the school need to do to improve further?

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- Ensure that more consistent rates of progress are achieved across the school so that pupils reach higher standards by:
 - improving the quality and consistency of teaching so that all pupils learn equally effectively, making sure that work is well matched to all pupils' needs and that lessons are at a fast enough pace
 - undertaking more analysis of how different groups of pupils are performing and using this information to ensure that work is more closely matched to the needs of all.
- Ensure that all leaders, including middle leaders, use the full range of evidence about how well groups of pupils are progressing to help evaluate the impact of their work and how to improve it further.

Outcomes for individuals and groups of pupils**2**

In lessons pupils are keen to learn, listen attentively, follow instructions and try hard with their work. They respond very positively to the many opportunities now provided for them to work with partners or in groups, enjoying and benefiting from discussing their learning with others. In the best lessons, pupils learn very effectively because of the precision with which teachers plan interesting, challenging work that is closely matched to their full range of needs. Even when lessons have a slower pace, most pupils remain engaged and do their best. All groups of pupils, make good progress and achieve well over their time in school as a whole, with ground being made up towards the end of Key Stages 1 and 2. From the good progress made in the Early Years Foundation Stage and Key Stage 1 attainment gets closer to that found nationally, but remains below average by the end of Year 2. However, the particularly good progress made towards the end of Key Stage 2, especially in mathematics, means that for the past few years pupils' attainment has reached the national average by the end of Year 6. Current standards in Year 6 are slightly lower than last year, reflecting the lower starting points for that group of pupils.

Pupils enjoy school, citing friendly teachers and interesting activities among their reasons for doing so. They have a strong sense of values. They are very friendly and polite and make a significant contribution to the school's warm and welcoming atmosphere. Their positive relationships with each other contribute to their good behaviour, along with their constructive response to the school's promotion of the concept that not behaving well is a conscious choice that they make. They take on responsibilities well through their approach to their targets; they decide when they have enough evidence to tell their teachers they have met their current target and are ready for their next one. Pupils feel safe in school and have a good understanding of how to keep themselves safe outside of school. They also have a good understanding of how to keep healthy through a healthy diet and exercise. They engage enthusiastically in artistic, sporting and cultural activities, although the opportunities they have to mix directly with pupils from a wider range of minority heritages are limited. The wide range of skills they acquire mean they are well prepared for their next stage of education.

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Attendance is above average.

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	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Common features of all lessons include the supportive climate and the encouragement given to pupils to motivate them to want to learn. Lessons are conscientiously planned, the intended learning is clearly explained and tasks promote pupils' active involvement. The most effective lessons are fast paced, with stimulating activities that are explained in a lively manner which fully engages pupils and stimulates learning very well. Resources, including the imaginative use of information and communication technology, are well used on these occasions to add interest and relevance. Attention given to meeting the different needs of pupils in classes, at its best, is very precise and well targeted with adults very carefully deployed to maximise pupils' learning. Practice is not always consistently successful, however, and sometimes tasks are not appropriately challenging. When coupled with a slow pace, this reduces the rate of learning for all and especially for the more able pupils. The quality of marking is good, with clear feedback given to pupils on how to improve their work. This, along with the very positive

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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arrangements for regular attention being given to pupils' targets, means that pupils are well equipped to take on responsibility for their learning.

The curriculum gives due emphasis to promoting pupils' literacy and numeracy skills; this is carried out well overall, albeit with some variation in quality across the school. In some classes the implementation of the mathematics curriculum is a strength, but a few teachers have limited specialist knowledge. A good range of additional support activities are provided for pupils who need help either to keep up or catch up. These are supplemented by other curriculum activities, such as a four-day Easter school for Year 6 pupils, which 70% attended this year. An innovative feature of the curriculum is the way that teachers' planning and preparation time is organised so that it promotes breadth and creativity. All teachers are released from teaching at the same time and teaching assistants and some external personnel teach a wide range of creative, sporting and other practical activities which develop pupils' learning and personal skills. This is a positive and successful initiative. There is a wide range of extra-curricular and enrichment activities.

The positive and trusting relationships that pupils have with staff contributes to their feelings of safety and security. Pupils are confident that any concerns will be dealt with speedily and effectively. The school's vigilance on behalf of pupils and to any factors that may affect their well-being, especially for pupils whose circumstances make them vulnerable, is of a high order. Excellent relationships with external agencies brings a range of specialist support to complement that available internally to help meet pupils' needs. The school is taking successful action to improve attendance which is now above average. Parents and carers receive effective guidance to support those joining and leaving the school.

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?

Senior leaders have ensured that the school provides a welcoming, nurturing and inclusive environment for pupils, in which they are able to thrive in a climate free from any discrimination. Leaders work hard to promote equal opportunities and to overcome any barriers to success that pupils may face. Building on the outcomes of widespread monitoring, well-conceived action is taken to improve the school to positive effect. However, although pupils' progress is tracked regularly, and the resulting information is used to promote improvement, its analysis by all leaders is not yet fully precise or

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rigorous.

Key governors are knowledgeable about the school and their responsibilities and carry these out conscientiously, asking questions of the school and taking steps to help it improve in a variety of areas. They are aware of how governance needs to be strengthened, such as by increasing the involvement of more governors in school and ensuring that all understand how to judge its effectiveness in all areas.

Safeguarding arrangements are good. Statutory requirements are met, recommended good practice is followed and staff are attentive to relevant issues. Good efforts are made to involve parents and carers in their children's education, including mounting a range of events to help them understand how to help them to learn. Community cohesion is promoted well, especially at a local level. Efforts are being made to develop this work on a wider front. An example of the very effective links with external partners to help improve the school's effectiveness is the joint moderation of assessment judgements undertaken with other local schools in order to ensure their accuracy.

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	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage, developing their personal qualities well in the warm, secure and stimulating environment. Links with parents and carers are good; they appreciate the opportunities provided for them to be involved in their children's learning at the start of each day. Children's positive relationships with adults and each other help them develop their social skills and learn how to interact and cooperate with others. They mainly behave well. They are motivated by the range of

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interesting activities on offer and participate in them enthusiastically. They learn how to follow instructions, make choices and begin to take on responsibility, as seen when children were decorating fairy cakes and tidying up afterwards.

There is a common sense of purpose among staff to help children develop and achieve well personally and academically. They make regular assessments of children so they can see how they are progressing and use this information to help match tasks to children's needs. Occasionally this is not pitched correctly, with, for example, some lack of challenge for the more able children. Teaching assistants often give good support to groups of children, but are not always deployed to maximum effect in whole-group sessions. Children achieve well in the Early Years Foundation Stage, but do not reach expectations by the time they move into Year 1, although they are getting closer than in the past. There is an understanding of what further work needs to take place. For example, work is being done on developing better systems for giving a clear and comprehensive overview of how much progress children are making.

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

A very small minority of parents and carers returned questionnaires giving their views of the school. Of these, the most are positive about all aspects of the school, especially in relation to the school keeping pupils safe, teaching pupils how to have a healthy lifestyle and that their children enjoy school. The inspection team found evidence to substantiate parents' and carers' views and agree that this is a good school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirkby Avenue 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	48	17	43	3	8	0	0
The school keeps my child safe	22	55	17	43	0	0	0	0
The school informs me about my child's progress	16	40	20	50	3	8	1	3
My child is making enough progress at this school	19	48	17	43	4	10	0	0
The teaching is good at this school	21	53	18	45	1	3	0	0
The school helps me to support my child's learning	18	45	19	48	1	3	0	0
The school helps my child to have a healthy lifestyle	18	45	21	53	0	0	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)	20	50	18	45	1	3	0	0
The school meets my child's particular needs	17	43	22	55	1	3	0	0
The school deals effectively with unacceptable behaviour	18	45	18	45	1	3	1	3
The school takes account of my suggestions and concerns	13	33	21	53	4	10	0	0
The school is led and managed effectively	19	48	17	43	2	5	0	0
Overall, I am happy with my child's experience at this school	23	58	17	43	0	0	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.



15 July 2010

Dear Pupils

Inspection of Kirkby Avenue Primary School, Doncaster, DN5 9TF

Thank you for being so very welcoming and friendly when my colleagues and I inspected your school and for talking with us and showing us your work.

I am delighted to be able to tell you that Kirkby Avenue is a good school. There are outstanding arrangements in place for caring and supporting all of you. As a result, you feel safe and happy. You get on well with each other and your behaviour is good. We were impressed with how seriously you take your targets and work hard to reach them. The wide range of interesting activities you do in planning, preparation and assessment (PPA) time helps you to develop your interests and talents well. You told us that you like your school very much and we can see why you do.

Teaching is good and you achieve well, usually reaching the standards that most pupils across the country attain by the end of Year 6. Some of the teaching is really effective because work is particularly interesting and well matched to all of your needs. We have asked the school to take action to make all of the teaching as good as this to make sure you learn as well as possible in all lessons to help you reach even higher standards. We have also asked those with responsibilities to check more fully on the progress you are all making and how well the school's actions to improve things are working. This is to make sure they know the very best steps to take to improve the school further and make sure you are all achieving absolutely all that you can.

You can help by continuing to work hard and being so positive and by attending regularly. I send you and your teachers very best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead Inspector

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