

# Kiveton Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	106884
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	356044
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Derek Pattinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Firth
<b>Headteacher</b>	Mr Donald Widdows
<b>Date of previous school inspection</b>	13 September 2007
<b>School address</b>	Station Road Kiveton Park, Sheffield South Yorkshire S26 6QP
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<b>Email address</b>	kiveton-park.infant@rotherham.gov.uk

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## Introduction

The inspection was carried out by three additional inspectors. The inspectors visited 12 lessons observing eight teachers, and held meetings with members of the governing body, staff and groups of pupils. They looked at the school development plan, the latest report to governors from the School Improvement Partner, the most recent data on attainment and progress, the latest attendance figures and pupils' work in all classes.

In addition, 54 questionnaires returned from parents and carers were analysed along with six returned by staff.

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

- How well pupils are doing, especially the progress of boys.
- The quality of teaching and assessment and its impact on pupils' learning.
- Whether pupils know what they are learning and what they must do to improve.
- How lively and exciting is the school's curriculum and to what extent it meets pupils' needs.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's work.

## Information about the school

This is a smaller than average infant school which largely serves the immediate area. The percentage of pupils from minority ethnic groups and those who are in the early stages of learning English as an additional language are well below what is typical. Fewer children enter and leave the school between the Early Years Foundation Stage and Year 2 than in most other schools. The percentage of pupils known to be eligible for free school meals is a little below average. An average proportion of pupils have special educational needs and/or disabilities. The school has achieved an Enterprise Award and a second Basic Skills Quality Mark since its last inspection.

**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. Pupils leave Year 2 having made good progress. Parents and carers hold the school in high regard and value the attention given to pastoral care and well-being. They value its 'warm, welcoming and friendly atmosphere' and 'approachable head teacher and staff' who will do 'anything to support their children'. As a result, pupils like school, as shown in their above average attendance. The Early Years Foundation Stage provides children with a good start to their education. The school is rigorous in keeping pupils safe and close work with other agencies ensures their welfare. Good spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community.

Children start in the nursery with skills, knowledge and understanding that are overall below that expected for their age. Because of good leadership and provision, they make good progress through the Early Years Foundation Stage and enter Year 1 with broadly average outcomes. They continue to make good progress overall as they move through Years 1 and 2. Whilst attainment at the end of Year 2 is broadly average, national assessments over recent years show that it is rising, with results, especially in mathematics, showing year-on-year improvement. This year, attainment at the end of Year 2 was above average overall. Teaching is good but more consistently good, and sometimes outstanding, in the Nursery and Reception classes. Sometimes in Key Stage 1, teaching is satisfactory because work does not always match the pupils' individual abilities. In all lessons, staff give pupils lots of encouragement and relationships between adults and children are good. The satisfactory curriculum provides some activities that generate excitement but there are not enough opportunities for enrichment or to develop information and communication technology across all subjects. Initiatives to raise awareness of different cultures and the wider world are at an early stage.

The school is well led. Capacity for further improvement is good. Issues from the last inspection have been fully addressed. Attainment has continued to rise and progress is good. Morale is high and teamwork strong. Rigorous monitoring by the recently strengthened senior leadership is increasingly sharply focused on pupils' learning, supported by good tracking systems. Overall accurate self-evaluation sets the right priorities for development to help drive up standards further. Despite these effective strengths there are areas to develop. Subject leaders are not yet fully involved in monitoring and evaluating standards and progress. The governing body are not yet involved enough in holding the school to account or setting a clear direction for its work.

## What does the school need to do to improve further?

- Ensure all teaching is as consistently good as the best by:

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- developing the role of subject leaders in monitoring teaching and progress and in promoting best practice
- ensuring work consistently matches pupils' needs to help them work independently
- ensuring that pupils always understand what they are learning and how to improve.
- Develop the curriculum to further enrich pupils' experiences by:
  - providing more opportunities for the systematic development of important skills, especially information and communication technology
  - increasing the range and number of visits, visitors and extra-curricular opportunities
  - extending links with the wider world to deepen understanding of cultural diversity and promote wider community cohesion.
- Develop the role of the governing body by:
  - providing training in key elements of the role, such as holding the school to account and providing clear direction.

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

Most pupils have good attitudes to their work and show interest and concentration, especially when activities engage and excite them, such as when sorting books into fiction and non-fiction texts. These positive attitudes help to ensure that pupils make good progress overall as they move through Years 1 and 2. Those with special educational needs and/or disabilities perform well when compared with others who have special educational needs nationally because of the good support they receive. As a result of good overall progress, attainment is securely average, and close to above average in reading, writing and mathematics by the end of Year 2. Over recent years, girls have outperformed boys. New measures, including more 'boy friendly' reading material and an increased emphasis on drama and role play, are beginning to address this difference and the gap is narrowing. In 2010, an above national average percentage of more able pupils reached the higher Level 3, especially in writing.

Overall, pupils behave well in lessons, in the playground and around the school. However, some become restless when teachers talk for too long and a few are over excitable at lunchtimes. Pupils are very aware of the benefits of healthy exercise and what constitutes a healthy lifestyle and feel safe and secure in school. They have a voice through the work of the school council. Some positions of responsibility encourage independence, although some opportunities for special jobs are missed. Enterprise activities to raise funds are given good emphasis and pupils' support for local and national charities helps to develop citizenship. There are periodic performances to the elderly and links with the Woodland Trust. As a result, pupils make a good contribution to their local community. Pupils enjoy school which helps to explain their above average attendance. Their spiritual, moral, social and cultural development is good. This is evident in the 'Special Mentions' assembly, which gives good attention to the importance of pupils getting along well with each other and knowing right from wrong. However, cultural development is not as strong as other aspects.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Strengths in teaching outweigh areas for development. The good teaching is founded on secure relationships, which effectively underpin learning. Teachers give pupils much encouragement to help boost their confidence. They ask open-ended questions of both boys and girls to help develop their speaking and listening skills. Teaching assistants add a great deal to the quality of teaching and help to accelerate learning. Teachers' good subject knowledge engages pupils' interest and resources are often used well to promote understanding. Pupils have targets to help them improve. However, in a few lessons, teachers talk for too long. Occasionally work is not matched carefully enough to pupils' precise needs. Marking is starting to help pupils move forward as well as acknowledge what they have achieved. Sometimes pupils are not as clear as they could be about what they are learning and what they must do to improve.

The curriculum provides opportunities to fire pupils' imagination through exciting first-hand experiences to help instil in pupils a love of learning, such as, in visits by 'P.C. Paul'. Links between subjects are evident, such as when Year 2 pupils write about the Gunpowder Plot. Enrichment opportunities, including visits, visitors and extra-curricular activities are starting to develop. For example, maypole dancing, music, Health and Fun weeks and planting in a local woodland bring learning alive. However, these are still too few to make the best possible contribution to pupils' learning. Creativity is given increasing

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emphasis. Personal and social education has a high profile in the school's work. Physical education and drama are well represented and help contribute to a healthy lifestyle. However, planning does not yet focus sharply enough on the systematic development of important skills, such as in information and communication technology.

Staff know pupils and their families well, are friendly and welcoming and give much time to their care and support. Pupils thrive as a result of this positive climate. The school has established strong partnerships with outside agencies which help to ensure that the small number of vulnerable children have the support they need to make good progress, both personally and academically. Transition arrangements for children moving from the Early Years Foundation Stage to Year 1 and from Year 2 to the junior school are good, ensuring a smooth and seamless move. The school has a good range of strategies to promote attendance resulting in above average outcomes.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher, ably supported by a recently strengthened senior leadership team, leads and manages the school well. There is a shared vision of how the school is to develop. The school development plan sets a clear steer for the school's continued development and priorities are well judged. Senior leaders are skilled at analysing data to track children's progress and to identify those who need extra support. The monitoring of teaching increasingly focuses on children's learning to help improve its quality, although this is not yet undertaken often enough for maximum impact. Core subject leaders understand what needs to improve but are not yet sufficiently involved in a full range of monitoring activities, such as lesson observations and the checking of books. External partnerships, for example, with other local schools and external agencies, which have led to grant sponsored activities, are good. The school is successful in promoting positive links with parents and carers. Equal opportunities are embedded in the school's way of life. Discrimination is not tolerated and pupils are helped very well to understand how to treat others.

The school is a cohesive community. However, community cohesion is satisfactory because plans to raise pupils' awareness of other cultures both in Britain and abroad are in their early stages. Governance is satisfactory. Many governors are new to their roles. As a result, the governing body is not yet involved enough in holding the school to account or setting a clear direction for its work. Safeguarding fully meets requirements and the school acts promptly on any issues brought to its attention. Health and safety systems and child

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protection arrangements are rigorously followed and ensure pupils are safe from harm. The school provides good value for money.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, which is well led and is successful in laying down secure foundations for future learning. From starting points in the nursery that are below expected levels, children leave reception with skills broadly typical for their age. Good induction arrangements ensure that children settle quickly. Relationships between adults and children are warm and friendly and teamwork is strong. A 'Twinkle Twinkle Little Stars' display of children's photographs, provides evidence that adults give high profile to their personal development and enhancing self-esteem. As a result, children are happy, feel safe and are keen to learn. They make good progress as they move through the Early Years Foundation Stage because of the good and sometimes outstanding teaching, high levels of care and the often exciting range of activities that adults plan for them, supported by carefully chosen resources, both inside and outside. As a result, children are often very interested in the varied tasks they undertake. For example, children bake biscuits, use tweezers to pick up small objects before the sand timer runs out, excitedly view the recorded image from a digital camera and show awe and wonder as they see the inside of an egg. Thorough assessment arrangements inform planning and ensure that tasks are matched well to children's needs. Good quality displays stimulate imagination, help enthuse children with a love of learning and encourage them to talk about their surroundings. However, very occasionally, there are missed opportunities to promote literacy skills, including speaking and listening.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses were few with no trends emerging. Inspectors found no evidence to support the views of a very small number of parents and carers that the school does not deal with unacceptable behaviour effectively, keep them informed about their children's progress or that the school is not led and managed well. However, inspection findings support the view of the very small number of working parents and carers who commented that holding parent-teacher consultations only during the day does not cater for them. Nevertheless, almost all parents and carers say that their children enjoy school, believe rightly that their children are kept safe and that a healthy lifestyle is promoted. Inspection findings support the positive comments expressed by parents and carers, including the view held by many 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 Kiveton Park Infant 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	67	17	31	1	2	0	0
The school keeps my child safe	31	57	22	41	1	2	0	0
My school informs me about my child's progress	23	43	26	48	4	7	0	0
My child is making enough progress at this school	30	56	22	41	2	4	0	0
The teaching is good at this school	35	65	17	31	2	4	0	0
The school helps me to support my child's learning	28	52	25	46	1	2	0	0
The school helps my child to have a healthy lifestyle	22	41	31	57	0	0	1	2
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)	21	39	25	46	3	6	0	0
The school meets my child's particular needs	27	50	24	44	2	4	0	0
The school deals effectively with unacceptable behaviour	20	37	26	48	4	7	1	2
The school takes account of my suggestions and concerns	17	31	32	59	1	2	0	0
The school is led and managed effectively	22	41	27	50	3	6	1	2
Overall, I am happy with my child's experience at this school	30	56	21	39	3	6	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



19 November 2010

Dear Pupils

**Inspection of Kiveton Park Infant School, Sheffield, S26 6QP**

One day not long ago, we inspected your school. I'm sure you can remember our visit. I am pleased that so many of you wanted to speak with us. Many of you told us that you go to a good school and we agree with you. Your parents and carers told me they like lots of things about your school. We agree with most of what they had to say. Here are the good things about your school.

- You are happy and work hard.
- Most of you behave well because all adults take good care of you.
- Most of you come to school every day because you enjoy coming so much.
- The small number of you who have special jobs carry them out well.
- You make good progress as you move through the school.
- Children in the Nursery and Reception classes get off to a good start.
- You feel safe in school and know lots about keeping healthy.
- Many of your lessons are good.

I have asked your teachers to make sure all lessons are good so that you learn really well; for you to have more chances to use information and communication technology and to find out more about people from different backgrounds to yours; and for the governing body to be more involved in the work of the school.

Best wishes for the future.

Yours sincerely

Mr Derek Pattinson

Lead inspector

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