

Kilnhurst St Thomas CofE Primary School

Meadow View Road, Kilnhurst, Mexborough, South Yorkshire, S64 5UA

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over time, pupils' progress in English and mathematics has not been fast enough. This has recently improved but, across the school, rates of progress vary too much.
- Teachers often talk too much so pupils do not get enough time to work by themselves.
- In lessons, teachers do not always make it clear to pupils what they are going to learn about and what they have got to do.
- Sometimes pupils who could do harder work are getting the same work as other pupils.
- Not all leaders and managers, including the governing body, are fully involved in setting and checking targets to make the quality of teaching better.
- Targets set for teachers frequently do not include all pupils in the class.
- Targets in the school development plan do not state when they should be achieved and how leaders will be able to know whether they have been successful.

The school has the following strengths

- Behaviour in the school is good. Pupils really enjoy coming to school and feel very safe and happy.
- Parents are very supportive of the school's work and think staff do a good job caring for their children.
- Teachers make sure that lessons are fun so that pupils are interested in learning.
- Targets to improve from the last inspection have been accomplished.
- Teachers know their pupils very well. They make sure they are happy and safe so that they are ready to learn.
- Many practical activities take place which make learning enjoyable.

Information about this inspection

- Inspectors observed 14 lessons in a range of subjects. Some of these lessons were observed alongside the headteacher. Inspectors also attended assembly.
- Inspectors spoke to pupils in lessons, at break times, and in meetings. They also listened to pupils read.
- Pupils' work in books in a range of subjects and from different year groups was scrutinised.
- Inspectors analysed ten responses to the on-line questionnaire (Parent View) and spoke to parents.
- Responses from staff questionnaires were also analysed.
- Meetings were held with representatives of the local authority, the governing body and all members of the senior leadership team.
- A number of documents were studied including the school procedures for gaining an accurate view of its performance, the school development plan, performance management information and information on pupils' progress and attainment. Policies and documents about safeguarding, attendance and behaviour were also scrutinised.

Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school. The number of pupils on role has risen since the last inspection.
- The majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is higher than in most other schools.
- The proportion of pupils supported through school action is higher than other schools.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is higher than the national average.
- The school meets the current government's floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The numbers of pupils who join the school at different times than normally expected has increased and is now higher than in previous years.
- There is nursery provision on site which is not managed by the governing body and is therefore subject to a separate inspection.

What does the school need to do to improve further?

- Improve learning and progress of pupils in lessons by ensuring that:
 - teachers reduce the amount of time they spend talking to allow pupils more opportunities to do their own work and to spend less time listening
 - teachers make it clear to pupils what they are learning and what they have to do to be successful
 - different tasks are set for pupils that can do harder work.
- Improve leadership and management by ensuring that:
 - the school development plan clearly states when targets should be achieved and whether they have been successful
 - performance management of teachers includes targets for all pupils and not just for some
 - all leaders are involved in the setting and checking of targets for teachers and in the school development plan.
- Improve the quality of governance by ensuring that governors:
 - receive, and consider more information about the quality of teaching and the progress pupils' are making.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the school with skills that are generally below those expected for their age. In recent years, pupils have left the school with skills that are still below that expected for their age. This is because their progress has not been at a good rate and they have not been doing as well as they could.
- In 2012, while pupils' attainment at the end of Year 6 in English and mathematics was just below that of other pupils nationally, progress in mathematics was better than pupils of the same age in other schools.
- Progress in English, while improving, is slower than the rate seen in mathematics. In some classes, pupils make slower progress than others. This is due to teachers not always making the best use of time by talking too much.
- Pupils who join the school at different times than normally expected settle in quickly. Sometimes their progress and standards are not as high as others in their new class. Teachers support these pupils to make sure they are quickly doing as well as others in their class.
- The progress of pupils who are eligible for pupil premium funding is generally in line with, and in some classes better than, that of other pupils in the school. A proportion of these pupils are more-able pupils.
- Progress of pupils with special educational needs is the same as other pupils. A new tracking system quickly picks up if they need further support and this means that they do not fall behind.
- Pupils enjoy reading and read regularly in school. Pupils in a Year 6 lesson became excited and didn't want to stop reading and writing when their lesson was based around the book, *The Giant's Necklace*.

The quality of teaching

requires improvement

- Teachers know their pupils well and relationships are good. However, in some lessons teachers talk too much. This means that pupils do not have enough opportunities to ask and answer questions, discuss what they are thinking or get on with their own work.
- While teachers plan interesting lessons, some tasks do not help pupils to learn as well as they could. Too frequently, pupils who could do harder work, do the same as other pupils.
- The use of lesson objectives, and steps to success, help pupils to understand what they should have learnt by the end of the lesson. However, teachers do not always explain these clearly to pupils, which means pupils are often confused about what they are supposed to be doing.
- In most classes, teachers make learning fun and give pupils the chance to find out things for themselves. In the Early Years Foundation Stage, for example, children enjoyed having a real post bag filled with parcels and letters. This encouraged learning through the writing of letters and playing with friends. In science lessons, pupils explore and test their ideas and this was seen in a Year 4/5 lesson where they tested magnets, and in a Year 1 lesson where pupils carried out tests on ice.
- Teachers question pupils skilfully and push them to use their knowledge to solve new problems. In a Year 4/5 lesson, pupils were asked questions which made them think carefully about how they could make a switch work.

The behaviour and safety of pupils are good

- Relationships in school are very positive and this is partly due to the care that adults take to make sure pupils are happy and therefore ready to learn.
- Pupils feel very safe and enjoy coming to school. Pupils, and their parents, are confident that any problems that they have will be dealt with quickly and thoughtfully by adults with a positive result.
- Pupils are happy that there is very little bullying in the school and have some understanding that there are different types of bullying.
- Pupils' view on typical behaviour and school documents confirm that behaviour is good at times other than during the inspection.
- Pupils play well together and games, such as cricket, are played at break times without arguments. At break times and while eating lunch, behaviour is always good and attentive supervision from adults mean that pupils feel safe.
- Many children entering the Early Years Foundation Stage are not always confident enough to speak to other children and adults. When children leave the school in Year 6 they are happy, polite and speak confidently.
- New pupils settle in quickly and enjoy their new school.
- Minor disruption in lessons is rare due to the way pupils' behaviour is well managed by all adults.
- Attendance has improved in recent years and is now the same as most schools nationally. Pupils arrive at school promptly.

The leadership and management requires improvement

- The leaders and managers in the school work well together. They are all determined to improve the quality of teaching to raise standards, so that the improvements already seen, such as attainment and progress, will continue at an even faster rate.
- Leaders and managers have an accurate view of their school and its strengths and weaknesses.
- The local authority provides some support for the school by linking it to other schools so they may help each other.
- School leaders set targets for teachers but these are not as demanding as they could be. They do not always focus enough on boosting progress for all pupils.
- Not all members of the senior leadership team are involved in improving the quality of teaching in the school. They are not fully involved in the setting and checking of targets for individual teachers and in the school development plan.
- The school development plan clearly sets out what the school needs to do to improve. However, it does not set deadlines or clear markers for success and this means that the pace of school improvement is too slow.
- The school shows the ability to carry on making improvements as issues raised at the last inspection have been dealt with successfully.
- The school's relationship with parents is very good. Parents who spoke to inspectors and responded to the on-line questionnaire are very supportive of the work the school does. They consider their child is extremely happy and are very pleased with the progress they are making.
- Pupils' spiritual, moral, social and cultural development of pupils is a strength of the school. Social skills are developed quickly with children as young as 4 years old being encouraged to talk to their friends in lessons to help them explain what they are thinking. The school places a strong emphasis on caring and being kind to others.
- The curriculum is planned so that it excites pupils and makes them eager to learn.
- The school's arrangements for safeguarding meet current requirements.

■ **The governance of the school:**

- The governing body support the school well and are fully involved in the daily life of the school. They have a clear understanding of how funds, such as pupil premium are spent. They know the school's strengths and areas for development well. Governors are not yet fully involved in setting targets for teachers and pupils. This means that they do not know enough about the quality of teaching and the progress pupils are making.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106928
Local authority	Rotherham
Inspection number	405066

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Andy Brewerton
Headteacher	Gill Ramsay
Date of previous school inspection	9 September 2010
Telephone number	01709 570297
Fax number	01709 515074
Email address	st.thomas@rotherham.gov.uk

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