School report

Inspection of Keresforth Primary School

Keresforth Road, Dodworth, Barnsley, South Yorkshire S75 3NU

Inspection dates: 18 and 19 October 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and safe at this friendly and inclusive school. The school motto of 'kindness, progress, success' threads through every aspect of the school. Pupils are well looked after by caring adults who know them and their families well. Leaders and staff are united in ensuring that all pupils build the skills and knowledge they need to succeed. As a result of the help and support they receive, pupils do well here. They are ready for their next steps.

Leaders and staff have high expectations for pupils' behaviour. There is a shared understanding of the importance of respecting others. Pupils demonstrate this understanding through how they behave towards others. Pupils know and live by the school rule, 'treat each other as you would wish to be treated'. Bullying is rare. Pupils are confident that any incident of bullying would be swiftly addressed by staff. They know that all staff look after them well.

Pupils enjoy the wider opportunities that leaders have arranged for them. Older pupils are looking forward to their forthcoming trip to a modern history museum. Pupils on the school council spoke proudly about their school and how it has helped them. They are enjoying planning the theme and activities for this year's Children in Need event.

What does the school do well and what does it need to do better?

Leaders are developing a curriculum that is ambitious. The order in which different topics are taught is carefully considered so that it builds on what pupils have learned before. Leaders have considered the most important knowledge and subject-specific vocabulary that they want pupils to learn. This includes those in Nursery and the Reception Year.

In many subjects, leaders have clearly identified the small steps of knowledge that pupils need to learn. In these subjects, teachers are clear about what to teach. They check carefully that pupils have learned the important knowledge that leaders have identified. Where there are gaps in pupils' knowledge, teachers ensure that follow-up actions are swiftly put in place so that no pupil is left behind. However, in some subjects, these small steps in knowledge have not been identified. Teachers have less clarity about what pupils need to know and remember. This leads to gaps in pupils' knowledge. This includes in personal, social and health education, where some pupils cannot recall what they have learned before.

Pupils with additional needs are well supported. This is reflected in the care and attention given to all pupils, particularly those with special educational needs and/or disabilities (SEND). Teaching assistants work closely with teachers to support pupils with SEND. Together, they ensure that these pupils can fully take part in the same learning as their peers.

From the moment they start in the Nursery Year, children benefit from exploring a carefully planned setting which builds their confidence and independence. Those in Nursery and the Reception Year clearly love coming to school. They develop warm relationships with teaching staff. Those pupils at the earliest stages of learning to read are well supported by trained staff. Children in the Reception Year enthusiastically do 'robot arms' as they accurately sound out and blend words. Those pupils who need additional help with their reading receive the support they need. As a result, pupils quickly learn to read.

Most pupils behave well in lessons and at social times. Learning in lessons is rarely disrupted. Those few pupils who struggle to meet leaders' high expectations are supported by kind staff. Pupils are guided to make better choices. Children in the early years say that teachers are kind and help them. This is echoed by older pupils. Despite the low numbers of behaviour and bullying incidents, leaders have ensured there is a robust system to record incidents. These records detail the swift action that leaders take. However, leaders do not sufficiently analyse the data they hold around behaviour and attendance. As a result, leaders miss the opportunity to identify patterns or trends in the data.

There are strong partnerships between the school and the wider community. Parents value the communication and support from leaders and teaching staff. Pupils benefit from the opportunities they have to engage with the community and other extra-curricular activities. Pupils have stayed in contact with the local nursing home throughout the pandemic. The school choir is looking forward to singing there again.

Leaders listen carefully to staff views and consider their workload when new initiatives are implemented. Staff benefit from the training and support they receive, including from the local authority. Governors take their roles seriously and check carefully that the actions that leaders take are the right ones for the benefit of pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are keenly aware of the risks that pupils may face. A regular programme of training ensures that staff also know these. Staff promptly report any concerns they have, and leaders take swift action. Where needed, prompt referrals are made to wider safeguarding partners. As a result, pupils are kept safe.

Pupils learn how to keep themselves safe, including when online. Leaders check pupils can remember what to do if they have any concerns. Pupils know the importance of telling a trusted adult and are confident that any member of staff would look after them if they raised a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, leaders have not mapped out the subject-specific knowledge that pupils need to acquire well enough. This creates uncertainty in teaching which contributes to gaps in pupils' knowledge. Leaders should ensure that these small steps of knowledge are clearly identified so that pupils learn well across all subjects.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106582
Local authority	Barnsley
Inspection number	10241861
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair of governing body	Julie Jones
Headteacher	Helen Otley
Website	www.keresforthprimary.org.uk
Date of previous inspection	14 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a nursery for children aged three to four years.
- The school does not make use of any alterative provision.
- A new chair of governors has recently taken up post.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. A meeting was held with members of the governing body, including the chair. A telephone conversation was held with a representative from the local authority.

- Inspectors carried out in deep dives in mathematics, science, religious education and early reading. They discussed the curriculum with subject leaders, visited a sample of lessons, talked to teachers about their subject and met with pupils to discuss their learning. Inspectors reviewed a sample of pupils' work. An inspector listened to pupils read.
- Inspectors reviewed a range of documentation. This included records of bullying and behaviour, leaders' monitoring and evaluation documents and important safeguarding records. Inspectors reviewed the single central record and checked that there were robust systems in place when recruiting new members of staff.
- Inspectors considered the views of staff through meetings, informal discussions and their responses to Ofsted's online survey for staff.
- Inspectors held meetings with groups of pupils and spoke to pupils more widely in lessons and at social times.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors also talked with some parents and carers as they brought their children to school.

Inspection team

Eleanor Belfield, lead inspector	His Majesty's Inspector
Andrew Yeomans	Ofsted Inspector
Chris Baines	Ofsted Inspector

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