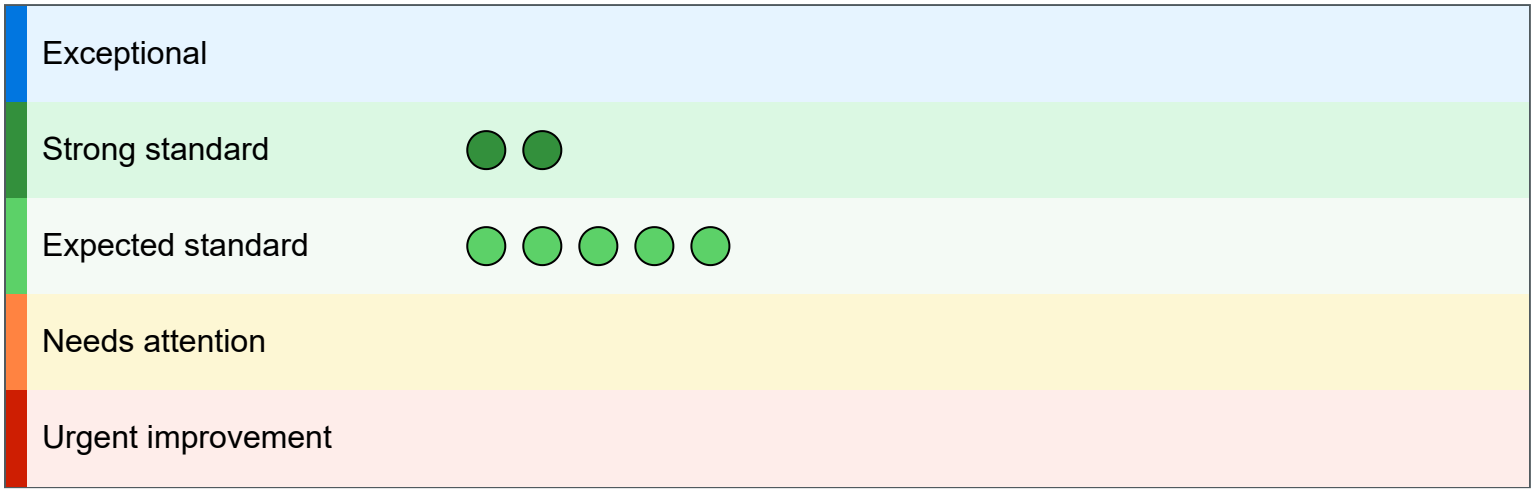
Keresforth Primary School

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

Unique reference number (URN): 106582

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Early years is a strength of the school. Leaders have created a well-planned curriculum that helps children develop the knowledge, language and learning habits they need for future success.

A clear focus is placed on communication and language. Adults make the most of every opportunity to develop children's vocabulary through conversation, questioning and play. As a result, children become increasingly confident communicators. Activities such as songs, rhymes and daily ‘squiggle time’ help children develop speaking skills, physical development and the foundations for early writing. Reading is given high priority. Children begin learning phonics from the start and are supported well to use their growing knowledge, when reading and writing.

Teaching is purposeful and engaging. Adults know children well and use assessment carefully to adapt learning. This ensures that all children, including those with special educational needs and/or disabilities and those who face barriers to learning, can succeed. Indoor and outdoor areas are well organised and provide rich opportunities for exploration, problem-solving and imaginative play.

Children feel safe, develop positive attitudes to learning and quickly learn routines that help them become confident and independent. For example, they manage coats and wellies sensibly and move smoothly between activities.

Strong partnerships with parents, including regular communication and stay-and-play sessions, support children's learning and wellbeing. As a result, children make positive progress from their starting points, achieve well and are ready for Year 1.

Inclusion

Strong standard

Pupils benefit from a caring and inclusive school, where they receive the support they need to succeed. Staff identify pupils’ needs early and work closely with families and other professionals to make sure support is tailored to individual circumstances. Leaders know vulnerable pupils well, including pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who are known to social care. They regularly review the help that pupils receive and adapt support when needed. As a result, barriers to learning and wellbeing are reduced effectively.

Pupils with SEND are included fully in school life and learn alongside their peers. Staff make sensible adjustments, such as using sensory resources and carefully planned adult support. Regular training helps staff meet pupils’ needs consistently well. Leaders check carefully that additional funding is making a positive difference to pupils’ learning, attendance and wider participation in school life.

Support for pupils known to social care is a particular strength. Leaders work closely with social care services, families and the Virtual School to make sure pupils receive the help they need. Plans are carefully personalised and pupils’ views are considered when

decisions are made. As a result, pupils feel valued, develop confidence and achieve well, both academically and personally.

Expected standard

Achievement

Expected standard

Pupils achieve well and gain the knowledge and skills they need for the next stage of their education. Results in national assessments at the end of key stage 2 are typically above average, particularly in reading and mathematics. Outcomes in phonics, spelling, punctuation and grammar, and the Year 4 multiplication tables check are also consistently positive. Disadvantaged pupils achieve well in many areas.

Pupils are supported to learn successfully across the curriculum. Pupils with special educational needs and/or disabilities make secure progress from their starting points. Children in the early years develop the skills they need for Year 1.

Leaders have made improvements to the writing curriculum. As a result, current pupils are now making more progress with their writing skills. This is reflected in recent outcomes in writing at the end of key stage 2. While pupils generally learn well across the curriculum, some variation in teaching means that they do not always build knowledge as securely as leaders intend.

Attendance and behaviour

Expected standard

Leaders have created a culture where being in school every day is valued and celebrated. As a result, attendance is consistently above national figures, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Persistent absence is lower than the national average. Leaders monitor attendance closely and work positively with families. When concerns arise, they offer support as well as maintaining high expectations. This helps pupils attend regularly, arrive on time and benefit fully from the opportunities that school provides.

Staff have high expectations of behaviour and use a restorative approach alongside rewards and recognition. This helps pupils understand how to make positive choices. Pupils usually behave well in lessons, around the school and during social times. Most pupils learn to manage their feelings and behaviour well. They play cooperatively and are friendly towards visitors. Pupils speak positively about school and enjoy their learning. Bullying is uncommon and pupils are confident that adults deal with any concerns quickly and effectively. Pupils understand that discrimination and unkind behaviour are not accepted. Staff know pupils well and make appropriate adjustments for those who need additional support with behaviour or managing their feelings.

Curriculum and teaching

Expected standard

Leaders have designed a broad and ambitious curriculum that helps pupils build knowledge step by step from the early years onwards. Leaders have carefully identified the important knowledge, vocabulary and concepts that pupils need to learn in each subject. They regularly review the curriculum to make further improvements.

Staff receive relevant training and demonstrate secure subject knowledge. They generally explain new ideas clearly and break learning into manageable steps. Teachers support learning with key vocabulary and encourage pupils to develop their skills of oracy and communication. However, teaching is not consistently well implemented in every lesson. At times, learning activities could be adapted more effectively to help pupils develop and apply new knowledge. On occasions, teachers do not always check pupils' understanding or address misconceptions effectively. When this occurs, it can slow the progress that some pupils make through the curriculum.

The school's phonics programme is taught consistently well and helps pupils become confident early readers. Effective teaching helps pupils develop the knowledge and skills they need in mathematics and writing from an early stage. The curriculum is designed to be inclusive, with appropriate adaptations helping pupils with special educational needs and/or disabilities access the same curriculum as their peers.

Leadership and governance

Expected standard

Leaders provide clear and purposeful leadership that focuses on improving the school's provision and outcomes for pupils. They have a clear understanding of the school's strengths and priorities and identify the right areas for further improvement. Leaders create a caring and inclusive school, where the needs of disadvantaged pupils, pupils with special educational needs and/or disabilities and those facing barriers to learning are given high priority. As a result, pupils receive the support they need, both academically and personally.

Staff are supported well to develop their skills and expertise. Professional development is linked closely to school priorities and includes training, coaching, leadership development and opportunities to gain recognised qualifications. Leaders also place an emphasis on staff wellbeing and workload. Staff describe a supportive and collaborative culture, where they feel valued and able to contribute to school improvement.

Relationships with parents and the wider community are a strength. Leaders communicate openly, listen to feedback and build trusting relationships with families. The school works successfully with a range of external organisations and community groups to enhance pupils' experiences and support their welfare.

Governors fulfil their statutory responsibilities and share leaders' ambition for the school. They visit regularly and provide support and challenge through meetings and monitoring activities. However, the evaluation of improvement work could be strengthened further. Some targets could be more precise to allow leaders and governors to measure success more clearly and evaluate the impact of their actions more effectively.

Personal development and wellbeing **Expected standard**

Leaders have created a well-planned programme that helps pupils develop beyond their academic learning. From the early years onwards, pupils learn about health, relationships, wellbeing and life in modern Britain through lessons, assemblies and a range of wider experiences.

Pupils learn about different cultures and to treat others with kindness and respect. They understand that everyone should be treated fairly and that discrimination is wrong. While some pupils are less familiar with some aspects of citizenship and fundamental British values, they can explain why voting is important and why people may hold different views and beliefs.

Pupils learn how to keep themselves safe. They understand online safety, healthy relationships, personal boundaries and how to recognise risks in everyday life. For example, pupils learn about online dangers and take part in sessions linked to wider safety issues, such as water, road and rail safety. Pupils know where to go for help and support if they need it.

The school provides a wide range of opportunities that help pupils discover new interests and develop their talents. Pupils enjoy activities such as choir, football, gymnastics and archery, as well as trips, visits and residential experiences. They also benefit from opportunities to learn from visitors, including authors, poets and scientists. Leaders check participation carefully and encourage all pupils, including disadvantaged pupils, to take part.

A particular strength of the school is the care shown to pupils and their families. Staff know pupils well and provide effective support when needed. Trusted relationships help pupils feel safe and valued. Pupil wellbeing ambassadors support others through assemblies and mindfulness activities.

Pupils speak positively about their school and describe it as welcoming and inclusive. They are prepared well for life beyond primary school and for their role in modern society.

What it's like to be a pupil at this school

Pupils enjoy attending this welcoming and inclusive school, where the values of ‘kindness, progress, success’ are lived by all. Pupils are known well as individuals and benefit from caring relationships with staff. Pupils are frequently seen smiling, laughing and enjoying their time in school. Children in the early years make a positive start to school life, developing confidence, independence and positive attitudes to learning.

Pupils achieve well from their starting points. They develop secure foundations in reading, writing and mathematics. They enjoy learning and can talk confidently about what they have learned across different subjects. Those with barriers to learning are very well supported and make positive progress from their starting points. Pupils typically develop the skills and understanding they need for their next steps in education.

Pupils feel that they belong and are included in school life. For example, one pupil, representing the views of many, said ‘everyone welcomed me here when I first joined’. Pupils benefit from a wide range of experiences that broaden their interests and develop their talents. These include sports clubs, choir, educational visits and residential experiences. They are proud to take on responsibilities and demonstrate how they care for others. For example, pupil wellbeing ambassadors teach their peers about calm breathing techniques and support pupils who may be feeling unhappy. Pupils value the support available to them and know where to turn if they need help.

Pupils thrive in a calm and positive environment. They attend regularly, behave well and live the school rule of ‘treat others the way you want to be treated’. They say that bullying is rare and are confident that staff deal with any concerns quickly and effectively. Pupils feel safe, enjoy school and make the most of the opportunities available to them.

Next steps

- Leaders should ensure that teaching practice is embedded consistently across all lessons, so that pupils build knowledge securely across the curriculum.
- Leaders and governors should strengthen the evaluation of school improvement priorities by using more precise success criteria and measurable indicators, enabling them to assess impact and challenge more effectively.
- Leaders should further develop pupils’ knowledge and understanding of personal development themes, including world faiths and citizenship, so that pupils can discuss these aspects with greater depth and confidence.

About this inspection

The chair of the board of governors in this school is Julie Jones.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 29 September and Wednesday 30 September.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, staff, governors and a representative from the local authority during the inspection. They visited lessons, looked at samples of pupils' work and spoke with pupils in lessons and at social times. They considered the views of parents and carers using Ofsted's online parent view survey.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. A new headteacher has been appointed.

Headteacher: Vanessa D'Silva

Lead inspector:
Chris Carr, His Majesty's Inspector

Team inspector:
Dughall McCormick, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

224
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.43%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.13%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

12.05%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	62%	Above
2023/24 (final)	67%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	85%	75%	Above
2023/24 (final)	83%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	80%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	85%	74%	Above
2023/24 (final)	77%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	47%	Above
2023/24 (final)	38%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	63%	Above
2023/24 (final)	88%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	88%	61%	Above
2023/24 (final)	63%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	69%	-7 pp
2023/24 (final)	38%	67%	-30 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	88%	80%	8 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	63%	79%	-17 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	3.8%	5.1%	Below

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	8.4%	14.4%	Below
2024/25 (3 term)	3.9%	13.0%	Below
2023/24 (3 term)	5.1%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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