

Keyingham Primary School

Inspection report

Unique Reference Number	134741
Local Authority	East Riding of Yorkshire
Inspection number	360636
Inspection dates	9–10 February 2011
Reporting inspector	Derek Watts

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	202
Appropriate authority	The governing body
Chair	Mrs Sharon Towse
Headteacher	Mrs Sandra Edmiston
Date of previous school inspection	17 October 2007
School address	Russell Drive Keyingham Kingston-upon-Hull HU12 9RU
Telephone number	01964 622319
Fax number	01964 624276
Email address	keyingham.primary@eastriding.gov.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors, who observed 15 lessons or part lessons taught by eight different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held meetings with the headteacher, staff, representatives of the governing body, and with pupils. Informal discussions were held with parents and carers. The inspectors analysed 56 questionnaires completed by parents and carers, and others completed by staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the school's strategies to improve pupils' progress at Key Stage 1
- the effectiveness with which teachers use assessment to plan teaching and to match tasks to pupils' different abilities and needs
- the pupils' progress in mathematics in Key Stage 2
- the effectiveness with which leaders and managers at all levels evaluate the work of the school and take action to bring about improvements.

Information about the school

This is a smaller-than-average primary school. Nearly all of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils known to be eligible for free school meals is broadly average. The school was formed in 2005 after the amalgamation of the former infant and junior schools within the village and moved into a new building in September 2007. A breakfast and after-school club is managed by the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

Keyingham Primary provides a satisfactory education for its pupils. There are some good aspects to the school's work. Good care, guidance and support contribute well to pupils' personal development. Pupils learn together in a very safe and welcoming environment. Most pupils are well behaved in lessons and around the school. They feel safe and show a good understanding of how to lead a healthy lifestyle. Community cohesion is well promoted and pupils make valuable contributions to the school and to the wider community. Pupils make good progress in their spiritual, moral, social and cultural development. There are good partnerships with other agencies and organisations to support pupils' learning. The before- and after-school care makes a satisfactory contribution to pupils' learning and social skills.

Children in the Early Years Foundation Stage make good progress because of good teaching and the interesting activities provided. Pupils make satisfactory progress in Key Stages 1 and 2. The school has taken positive steps to improve provision for mathematics and to tackle past under performance, but opportunities for pupils to engage in challenging investigative work is not consistent in all classes. Developing pupils' skills in writing has, correctly, been a priority as reading is stronger than writing by Year 6. There are weaknesses in pupils' presentation of writing and there are insufficient opportunities for them to write extended pieces in other subjects. By the end of Year 6, attainment is average in English and mathematics.

Teaching is improving, but good practice is not consistent across the school. In the most successful lessons, teachers convey high expectations of pupils' learning. Pupils are challenged well, their interest is sustained and learning maintains a good pace. In others, tasks are not tailored sufficiently well to pupils' needs, particularly the more-able. The rate of learning can decline when teachers' introductions are too long and pupils are not actively engaged in their learning. Marking and individual target setting is not consistent in all classes, so not all pupils know how well they are doing and what they need to do to improve.

The headteacher and staff promote good care and positive personal outcomes for pupils effectively. Good partnerships have been established with parents and carers. Self-evaluation is accurate and realistic. The findings of evaluations are used well to inform improvement planning. The headteacher and key leaders are focused well on raising pupils' achievement, but inconsistencies in teaching are preventing good progress for most pupils. The school demonstrates a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Year 6 to above average levels, by providing more opportunities for extended writing in other subjects and by increasing investigative work in mathematics.
- Improve the quality of teaching and learning so that most lessons are good or better by December 2011, by ensuring that in all lessons:
 - teachers convey high expectations of learning to pupils
 - assessment is used effectively to plan teaching and to match tasks to pupils' abilities so they are challenged well
 - pupils take care and pride in their written presentation
 - learning time is utilised fully and that pupils are actively engaged in their learning.
- By summer 2011, improve the consistency of marking and individual target setting, so that all pupils know how well they are doing and what they need to do to improve.

Outcomes for individuals and groups of pupils

3

Children enter the Early Years Foundation Stage with knowledge and skills levels below those expected for their age. They make good progress and attainment on entry to Year 1 is broadly average. Throughout the school, pupils enjoy the activities provided and show positive attitudes to learning. Most pupils, including those with special educational needs and/or disabilities and the more-able, make satisfactory progress in Key Stages 1 and 2. By the end of Year 2, attainment is average in reading, writing and mathematics. By the end of Year 6, attainment is average in English and mathematics, but reading is a little stronger than writing. Any variation in attainment between boys and girls is not significantly different from the national picture. Pupils' achievement is satisfactory.

Pupils make sound progress in developing speaking and listening skills. They respond well to teachers' instructions and questioning. In most lessons, pupils have good opportunities to discuss their learning in pairs or small groups. Pupils enjoy reading the range of books on offer.

Pupils' progress in writing is improving because the school has focused on extending writing opportunities. Pupils write for a range of audiences and in different styles in English lessons. For example, Year 6 pupils wrote clear and interesting autobiographies. Some used word processing well to enhance their presentation. However, pupils are not consistently applying and developing their writing skills in other subjects.

In mathematics, pupils are making satisfactory progress. In one Year 5 lesson, pupils made good progress in developing measuring skills and converting grams to kilograms. This was because of sharply focused teaching and tasks being well matched to pupils' needs. In other lessons, pupils' progress is not as rapid because tasks are not always sufficiently challenging and demanding.

In an assembly, pupils reflected on differences between individuals and the value of important qualities such as kindness, politeness and respect for each other. Through the links with schools in Ethiopia and Japan, pupils are developing a good understanding of

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how people live in different parts of the world. Pupils choose healthy foods and participate enthusiastically in sporting activities. They feel well cared for at school and know that there are always trusted adults they can turn to if they are worried or need help. Pupils take on additional responsibilities willingly, such as serving on the school council, acting as playground buddies, peace makers and road safety officers. They support those less fortunate than themselves by raising funds for a range of national and international appeals and charities. Pupils are prepared satisfactorily for their future lives and education. Attendance levels are average. Their personal and social skills are well developed and they are making satisfactory progress in acquiring and applying literacy and numeracy skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

The quality of teaching is satisfactory overall, although there are some examples of good and outstanding practice. This inconsistency means that pupils' progress overall is satisfactory rather than good.

Instructions and explanations usually promote learning well. Questioning is used appropriately to check pupils' understanding. In some lessons, activities and tasks are not sufficiently challenging, particularly for more-able pupils, as assessment information is not used consistently well to plan teaching. In an outstanding mathematics lesson, pupils were highly motivated by the teacher's enthusiasm and strong subject knowledge. They

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responded very well to the high expectations, skilful questioning and excellent demonstrations. Pupils made exceptional progress in measuring capacity because interesting practical activities were matched well to pupils' different needs. Teaching assistants are deployed well and provide clear guidance and support for pupils who need it. Pupils' handwriting and presentation varies in quality because clear guidance on how they are expected to present their work is not provided. Teachers' marking of pupils' work is satisfactory. Praise is given for good work, but constructive comments on how pupils can improve are not provided consistently in all classes. Pupils are set individual learning targets, but there are inconsistencies in their sharpness and how well they are used to guide learning.

The curriculum contributes well to pupils' personal development. A range of interesting topics has been introduced to promote pupils' engagement and enjoyment. For example, activities around Chinese New Year, successfully, included work on art, geography, history, and mathematics. The curriculum has clear strengths, but it has been less effective in promoting good progress in the core areas of writing and mathematics. Popular clubs include art, cookery, computers, football, gardening and writing. A successful residential trip to North Yorkshire provides exciting outdoor activities and help to develop pupils' physical and social skills.

The school provides a very safe and secure environment for pupils. Adults in the school know the pupils well and establish good relationships with them. Parents and carers commented on the school's approachability. One parent wrote 'Very approachable school should I have any worries'. Pupils with special educational needs and/or disabilities are provided with the support they need to take up the opportunities the school offers. In partnership with other agencies, the school is very successful in supporting pupils and their families when they need additional help. The breakfast and after-school clubs are appreciated by parents, carers and pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is regarded well by parents and carers and the community. With her staff, she has created a positive climate for pupils to learn in. Through effective monitoring, senior staff have a clear overview of teaching throughout the school. While teaching is improving, there are aspects of teaching to be strengthened in some classes.

The governing body is both supportive and challenging. It shows a good understanding of the school's performance, including the quality of teaching. All statutory requirements are met relating to the school and the before- and after-school care. Good emphasis is placed

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on safeguarding. Policies and procedures to protect and safeguard pupils are clear and effective. There are efficient systems to tackle any safeguarding concerns swiftly. Staff are well trained in safeguarding and safe practices are promoted effectively through the school's curriculum.

Equality of opportunity is promoted satisfactorily and discrimination is tackled well. However, equality of opportunity in the school is not better than satisfactory because the variable quality of the teaching means progress is stronger for some groups than for others.

The school has a good understanding of the local community it serves and promotes community cohesion well. Partnerships with schools in Ethiopia and Japan are increasing pupils' understanding of life in the wider global community. Links with other schools in England are being developed to increase pupils' understanding of the cultural diversity within the United Kingdom. The school engages well with parents and carers. They are supportive of the school and a number make good contributions to visits and supporting learning in the classroom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Good leadership and teamwork between the staff are promoting effective provision and good outcomes for children. Children settle quickly because of good induction arrangements, including home visits and the positive relationships with parents and carers. Children make good progress in their personal, social and emotional development because of the strong relationships between adults and children and the good attention given to care and welfare. Children feel safe, secure and grow in confidence. Children's behaviour is usually good. The before- and after-school care supports children's learning and social development satisfactorily.

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Children are taught well and are provided with an interesting range of activities both indoors and outside. They enjoy their learning thoroughly and make good progress in all areas of learning. Assessment and record keeping are effective. Assessment information is used well to plan teaching and the curriculum. Well-presented Learning Journey Profiles provide parents and carers with a clear overview of their children's learning and experiences. Children have good opportunities to explore, be creative and work independently. The development of children's language skills receives good attention. Children make good progress in acquiring and practising these skills. For example, during the inspection they talked confidently about features in the village after a walk in the local area. There are well-considered plans to provide additional facilities for outdoor learning which will further enhance current good provision.

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

Just over a quarter of parents and carers completed the questionnaire and this is a typical return rate. Nearly all of the parents and carers who returned them said they were happy with their children's experience at the school. They were particularly pleased with the safety in the school and their children's enjoyment. These positive views reflect the findings of the inspection. A very small minority of parents and carers expressed concern about how well the school deals with unacceptable behaviour. Inspectors found that most pupils were well behaved. The few pupils who did display challenging behaviour were managed well and supported by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keyingham 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	63	19	34	2	4	0	0
The school keeps my child safe	39	70	15	27	0	0	2	4
My school informs me about my child's progress	23	41	28	50	2	4	1	2
My child is making enough progress at this school	27	48	23	41	1	2	3	5
The teaching is good at this school	29	52	23	41	1	2	2	4
The school helps me to support my child's learning	23	41	30	54	2	4	0	0
The school helps my child to have a healthy lifestyle	32	57	20	36	3	5	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)	29	52	23	41	0	0	0	0
The school meets my child's particular needs	27	48	27	48	1	2	0	0
The school deals effectively with unacceptable behaviour	20	36	29	52	5	9	0	0
The school takes account of my suggestions and concerns	18	32	33	59	3	5	0	0
The school is led and managed effectively	33	59	20	36	2	4	0	0
Overall, I am happy with my child's experience at this school	38	68	17	30	1	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 February 2011

Dear Pupils

Inspection of Keyingham Primary School, Kingston-upon-Hull, HU12 9RU

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Your school provides a satisfactory level of education. There are some areas which are good. The school's main strengths are as follows.

- You enjoy the activities provided.
- You make good progress in the Early Years Foundation Stage.
- You get on well with each other and your behaviour is good.
- You have a good understanding of how to keep healthy and fit.
- You told us you feel safe at school because staff take good care of you and provide good guidance and support.
- You make good contributions to the school and to the wider community.
- The school has formed good partnerships with parents, carers and other organisations.

We have asked the headteacher and teachers to do the following things to improve other areas of the school's work.

- Make sure you have plenty of opportunities to develop your writing in other subjects and have more investigative work in mathematics.
- Ensure teachers match the work more carefully to your abilities so you are challenged, engaged in your learning and that the lessons move along more quickly.
- Provide clearer marking and learning targets so you all know how to improve.

You can all help by continuing to work hard, particularly in mathematics and writing. We wish you success for the future.

Yours sincerely,

Derek Watts

Lead inspector

(on behalf of the inspection team)

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