

Kirkby Fleetham Church of England Primary School

Inspection report

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| Unique Reference Number | 121505 |
| Local authority | North Yorkshire |
| Inspection number | 395389 |
| Inspection dates | 28–29 June 2012 |
| Lead inspector | Linda Buller |

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

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|--|---|
| 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 | 44 |
| Appropriate authority | The governing body |
| Chair | Julian Martin |
| Headteacher | David Snowdon |
| Date of previous school inspection | 4 December 2007 |
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Introduction

Inspection team

Linda Buller

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by three teachers. Discussions were held with staff, a representative of the local authority and the chair of the governing body. The inspector talked to different groups of pupils about their work and listened to some pupils read. She observed the work of the school and looked at a range of documentation including: samples of pupils' work, the school improvement plan, minutes of meetings held by the governing body and policies and procedures relating to the safeguarding of pupils. Questionnaire responses from staff, pupils and 27 parents and carers were analysed.

Information about the school

The school is much smaller than most primary schools. The majority of pupils are of White British heritage and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils supported by School Action Plus or with a statement of special educational needs. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress. There have been a number of staff changes since the last inspection. At the time of the inspection the school was led and managed by an acting headteacher due to the absence of the substantive headteacher.

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 | 4 |
| Achievement of pupils | 4 |
| Quality of teaching | 4 |
| Behaviour and safety of pupils | 3 |
| Leadership and management | 4 |

Key Findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school's overall effectiveness is not satisfactory because pupils' achievement and the quality of teaching are inadequate. Leaders and managers have not addressed the sharp decline in attainment.
- Pupils' achievement is inadequate. Children make satisfactory progress in the Early Years Foundation Stage and generally enter Year 1 with levels of attainment above those expected for their age. This sound start is not built on well enough in Years 1 to 6. Consequently pupils make inadequate progress and leave Year 6 with below average attainment, particularly in the core skills of writing and mathematics.
- There is too much inadequate teaching and not enough is of good quality to help close the gaps in pupils' learning. Teachers do not use a consistent approach to assessing pupils' work. They do not have the accurate information needed to plan work that consistently challenges each pupil to take the next step in learning, or pupils with special educational needs are not identified accurately enough.
- Behaviour is satisfactory. Pupils feel safe and say that bullying is rare. In the main, pupils behave well in lessons and around the school. Occasionally, when pupils are not engaged sufficiently by what they are being taught, they lose interest in their learning and incidents of low level disruption are evident.
- Leadership and management, including the leadership of teaching and management of performance, are inadequate. The quality of teaching is not rigorously monitored and pupils' progress is not tracked regularly enough.

Consequently leaders and managers do not have an accurate view of the effectiveness of the school and, as a result, have failed to improve levels of attainment that are in decline. The impact of the curriculum is inadequate because insufficient opportunities are provided for pupils to apply their basic skills. Too often tasks are mundane and fail to meet the needs and aspirations of pupils.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is consistently good or better and hence accelerate pupils' progress and raise their attainment particularly in writing and mathematics by:
 - improving teachers' knowledge of National Curriculum levels to enable them to accurately assess pupils' attainment and progress, and to provide pupils with the work they need to reach the next level
 - using accurate assessment information to plan activities which sufficiently challenge each pupil to take their next step in learning
 - developing teachers' questioning skills to gain an understanding of how well pupils are doing
 - maintaining a good pace of learning in all lessons
 - increasing the opportunities provided for pupils to write at length and to apply their knowledge to solve problems and carry out independent investigations
 - improving the effectiveness of marking, both as a tool for assessment and as an opportunity to provide additional guidance for improvement
 - planning tasks that are relevant to pupils' experiences and which inspire and motivate them to learn
 - eliminating all inadequate teaching.
- Improve the effectiveness of leadership and management at all levels in order to make the necessary improvements in pupils' achievement and the quality of provision by:
 - developing the skills of all leaders and managers, including the governing body, in monitoring and evaluation
 - carrying out rigorous and systematic checks on the quality of teaching which take full account of how well pupils are learning
 - providing all staff with detailed feedback on how to improve their performance
 - regularly tracking and analysing the progress made by all classes and groups of pupils within each subject
 - introducing a clear system for the identification of pupils with special educational needs
 - using the analyses of systematic monitoring and evaluation to highlight key priorities in development plans which should include measurable targets linked to improved outcomes for pupils
 - making subject leaders more accountable for the provision they manage.

Main Report

Achievement of pupils

Pupils' achievement is inadequate and the gaps between their attainment and that of pupils nationally are not reducing. In Key Stages 1 and 2 all groups of pupils, including those with special educational needs, make inadequate progress. Pupils' attainment at the end of Year 6 has been in sharp decline and has fallen to below average, particularly in writing and mathematics. Almost half of parents and carers who returned the inspection questionnaire expressed the view that their children are not making the progress of which they are capable. Inspection evidence supports their views.

Children start school with levels of attainment generally above those expected for their age. They make satisfactory progress in the Early Years Foundation Stage. Children are able to share and take turns and this supports their progress in other areas of learning. Early literacy and numeracy skills continue to develop steadily and by the time they enter Year 1 children can read familiar words with confidence, form letters accurately and use their good knowledge of numbers to carry out simple calculations. However, the school fails to build upon this satisfactory start.

In the 2011 national tests for pupils aged 11, attainment in mathematics was more than one year behind the national average. Inspection evidence indicates that attainment remains below average in the current Year 6. Although pupils' mathematical knowledge is extended as they move through the school, they lack the skills needed to apply this knowledge to carry out independent investigation or solve problems. For example, pupils in Year 6 understand how to multiply two numbers using a grid method but struggle to decide if this is the most appropriate way to multiply two numbers with three digits. They do not readily recognise how strategies of rounding, doubling or their knowledge of place value could be used to aid their calculations. Writing skills showed signs of improvement in 2011 but these improvements are not evident in the current work of pupils. Pupils struggle to write at length and weaknesses in spelling, punctuation and handwriting hold back their attainment. In some classes, pupils are inaccurately identified as having special educational needs when the problem is that weaknesses in provision lead to their underachievement. Low expectations of these wrongly identified pupils contribute to their inadequate progress.

Pupils' attainment in reading is average at the end of Year 2. They are able to use a range of strategies to read unfamiliar words and can make predictions of what may happen next in a story, based on their reading of similar books. By the end of Year 6 most pupils are able to read aloud clearly and fluently using punctuation to change tone and expression. Their enjoyment of reading contributes well to the development of a good range of vocabulary. Pupils' ability to use inference and deduction is weaker. Lower ability pupils often need to seek an explanation of the meaning of unfamiliar words and struggle to grasp understanding beyond the literal. It is these weaknesses which have resulted in attainment in reading declining to average by the end of Year 6.

Quality of teaching

Inspection evidence indicates that, although some teaching is satisfactory, the impact of teaching on pupil achievement over time is inadequate. A significant number of parents and carers who returned the inspection questionnaire expressed concern about the quality of teaching which their children receive. Inspection findings show that teaching throughout the school takes insufficient account of pupils' strengths, interests and aspirations when planning learning. Tasks are not made relevant to pupils' own experiences and do not provide an appropriate balance between learning which is dictated by teachers, and that which allows pupils to develop as independent learners. Teachers' knowledge of the level of work which pupils are required to complete to reach each level of the National Curriculum is not secure. Questioning in lessons and the marking of pupils' work are not used effectively to assess what pupils know and can do or to provide additional guidance. In too many lessons, all pupils are required to complete the same work, expectations are not high enough and learning does not move along at a fast enough pace. More able pupils are not sufficiently challenged by the teaching they receive.

Pupils with special educational needs often find their work too difficult because the teaching does not always meet their learning needs well. This was evident in a Key Stage 2 mathematics lesson, where the pupils were expected to use their prior knowledge of the properties of different quadrilaterals, but their understanding was insecure. The explanation of the task was not clear and this slowed the pace of the lesson. A wide variety of prior knowledge was evident from pupils' responses but this was not used by the teacher to further explore understanding or to vary the task according to ability.

Teaching in the Early Years Foundation Stage is satisfactory. Staff regularly observe children's learning and record their achievements. Next steps for learning are identified, but this does not always result in the curriculum being adjusted to meet children's specific needs by planning activities which link different areas of the curriculum together in order to follow their interests. Systematic teaching leads to a secure knowledge of letters and the sounds they represent. Opportunities are not always taken to encourage more able children to further extend their above average skills, for example through careful allocation of appropriate texts. These are key reasons why children's progress in the Early Years Foundation Stage is not consistently good.

Teachers promote pupils' spiritual, moral, social and cultural development satisfactorily in lessons and through daily acts of worship. They provide pupils with regular opportunities to work collaboratively and to consider the impact of their actions on others. Participation in the 'Forest School' project extends pupils' appreciation of the world around them. Whilst this recent initiative has also begun to provide pupils with a focus for their writing, in the main, the curriculum does not promote learning sufficiently well.

Behaviour and safety of pupils

Pupils' behaviour and safety are satisfactory. School records relating to the loss of Golden Time indicate that most pupils behave well. During the inspection, pupils were polite and courteous to the inspector and keen to be helpful by sharing their views of the school. Pupils, including children in the Early Years Foundations Stage, work cooperatively and have a good understanding of right and wrong. However, pupils' attitudes to learning, particularly in Key Stage 2, vary due to the quality of teaching they receive. In those lessons where it is made clear what is expected of them, pupils settle to their task and are confident asking questions and taking the initiative to improve their learning, for example, by accessing dictionaries or carrying out further research through computer access. Occasionally, low level disruption occurs when work is uninspiring and pupils become bored.

The vast majority of parents and carers in the returned inspection questionnaires report that their children are safe in school and most pupils agree. The 'worry box' enables pupils to express any concerns in confidence. Pupils explain in detail their understanding of different types of bullying including that related to social media. Pupils are confident that bullying does not occur in this school. They say that in general pupils are friendly towards one another. Evidence of this was seen in the playground during the inspection when older pupils encouraged younger ones to join in ball games. A few pupils in Year 4 did, however, express concern about how the normally happy atmosphere in the school is disturbed when occasionally a few pupils fall out. The acting headteacher is aware of pupils' concerns and is taking action to ensure that the school's system of rewards and sanctions is effective in bringing about improvement. Attendance is above average and incidents of persistent absence are infrequent.

Leadership and management

The overall effectiveness of the school was judged to be outstanding at the time of the last inspection. Since that time, particularly in the last three years, standards of attainment have fallen. As a consequence of inadequate leadership and management, weaknesses in the quality of teaching have not been addressed and curricular provision has not been adjusted to meet the changing needs of pupils.

Senior leaders have failed to regularly monitor staff performance and have not provided the training, support and detailed feedback needed to improve the quality of teaching. Development planning is generic and lacks targets which can be linked clearly to the measurement of improved outcomes for pupils. Subject leaders do not take sufficient responsibility for the tracking of pupils' achievement. They do not have a clear understanding of pupils' attainment across the school and are not proactive in taking action to improve the expertise of colleagues.

The governing body do not have independent systems to monitor the work of the school and until recently have been too dependent on the information provided by the headteacher and external partners. Despite recent positive action to seek support from the local authority, their effectiveness in challenging the school and holding it to account for its performance is inadequate. Leaders and managers at all levels do not, therefore, demonstrate the capacity to bring about the necessary improvements.

Intensive support from the local authority has ensured that safeguarding procedures meet requirements. There is no clear system or guidance for the identification of those pupils who may have special educational needs. As a result, the support targeted towards these pupils is ineffective in ensuring their good progress. Although the school does not tolerate any form of discrimination, it does not promote equality of opportunity successfully as too many pupils underachieve. The study of world faiths, opportunities to reflect on ethical issues, including the understanding of social responsibility and sustainability issues, contribute to the promotion of pupils' spiritual, moral, social and cultural development.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



3 July 2012

Dear Pupils

**Inspection of Kirkby Fleetham Church of England Primary School,
Northallerton, DL7 0SA**

Thank you for the warm welcome when I visited your school. The discussions we had about your work and the views you expressed when completing the inspection questionnaire were very much appreciated. Most of you told me that you like coming to school and that you feel safe. A few of you expressed concern about the occasions when a few pupils misbehave. You were sad that this can spoil the happy atmosphere that normally exists in the school. The acting headteacher is aware of your concerns and will be looking for ways to make sure that behaviour improves.

The evidence from the inspection has shown that your school is not as good as it used to be and that it no longer provides you with a satisfactory quality of education. The school requires 'special measures'. This means the school will receive help to improve your education. Inspectors will return regularly to check that the school is improving and that you are all doing well.

I have asked the adults that lead and manage your school to always check carefully on your progress and find out what works well and what needs to improve. I have asked that they improve the quality of teaching and make sure that you always learn something new in lessons and are inspired by your work.

All of you can play your part by working as hard as you can and making sure that you ask your teachers if you do not understand what to do.

Yours sincerely

Linda Buller
Lead Inspector

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