

Kirkbride Primary School

Kirkbride, Wigton, Cumbria, CA7 5JR

Inspection dates

23 November 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		Good	2

Summary of key findings for parents and pupils

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

- Although pupils' progress and attainment in English and mathematics is rapidly improving by the end of Year 6, progress is not yet consistent across other year groups.
- Teaching is not consistently good or better across the school and this limits the rate of progress for some pupils.
- Children in the Early Years Foundation Stage do not get enough opportunities to practise developing their speaking and listening skills or to carry out their own activities.
- Teachers do not plan well enough for mathematical skills to be practised in a full range of subjects so as to sharpen pupils' problem solving abilities and speed up their progress in mathematics.

The school has the following strengths

- This is an improving school. Good leadership and management including governance are strengthened by the headteacher's determination to raise attainment.
- Improvements in teaching have resulted in rapidly improving levels of attainment for pupils at the end of Year 6, including those achieving above average. This can be seen in the results of the 2012 Year 6 tests.
- The school has a calm atmosphere and pupils behave well.
- Every pupil is equally valued. Pupils are well cared for, they are polite, well mannered to each other and to visitors.
- The curriculum has improved since the previous inspection and provides pupils with a well-planned interesting range of topics across different subjects. It meets pupils' needs well and supports their spiritual, moral, social and cultural development effectively.
- Pupils enjoy school and say they feel safe.

Information about this inspection

- The inspectors observed three teachers as well as two teaching assistants and visited seven lessons.
- Discussions were held with the headteacher, members of the leadership team, English and mathematics subject leaders, the special educational needs coordinator, pupils, members of the governing body and a representative of the local authority.
- The inspectors observed pupils' work, listened to pupils read and looked at a wide range of documentation including the school's self-evaluation, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding the safeguarding of pupils and key policies.
- Inspectors took account of the responses to the online questionnaire (Parent View).

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

John Elwood

Additional Inspector

Full report

Information about this school

- Kirkbride Primary School is smaller than the average size primary school.
- All children are White British.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- A below average proportion of pupils are eligible for pupil premium, which provides funding for children in local authority care and pupils known to be eligible for free school meals.
- Pupils are taught in three mixed age classes; Nursery, Reception, Years 1 and 2 together, Years 3 and 4 together and then Years 5 and 6 together. The number of pupils in each year group can be less than 10.
- An Adult Learning Centre on the school site provides a wide range of activities for the community.
- The school meets the government floor standard, which sets the minimum expectations for attainment and progress in English and mathematics.
- The school holds the Healthy School award.

What does the school need to do to improve further?

- Improve teaching so that more pupils make good progress particularly in mathematics by:
 - ensuring that all teachers consistently have high expectations of what pupils can achieve
 - making sure that individual targets for pupils are set more often
 - ensuring that the skills pupils learn in mathematics are used more often to solve real-life problems in different subjects
 - ensuring that marking gives consistent advice on what pupils need to learn next to improve their work.
- Improve the rate of progress in the Early Years Foundation Stage by:
 - ensuring that adults seek every opportunity to question children, to allow them to explain what they have done in their own words and to learn new vocabulary
 - providing children with more opportunities to explore activities on their own or with their classmates.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Early Years Foundation Stage with skills and abilities that are broadly in line with what is expected for their age. Children's social skills develop well as they play and co-operate with each other but they do not get enough opportunities to talk with adults or each other in order to improve their vocabulary and use of language. Their independence and confidence is not developed well enough because activities and tasks do not provide enough encouragement for them to explore on their own, thus slowing their progress.
- As pupils move through Key Stages 1 and 2 progress is improving rapidly in response to stronger leadership and better teaching. Most pupils make the progress that is expected of them but not enough are making good progress which is why overall attainment is broadly average and progress requires improvement. The trend is changing and this is evident in the national Year 6 tests in 2012. Many more pupils achieved the higher levels in both English and mathematics than in previous years.
- Staff are careful to ensure that all pupils can take part in and benefit from the activities planned each day. Pupils who are disabled or have special educational needs and those who are eligible for pupil premium support are quickly identified and supported by teaching assistants. As a result, these pupils do as well as others and make the progress that is expected of them.
- Pupils have regular opportunities to read in school. The school supports the teaching of letters and sounds effectively for younger pupils and the grammatical understanding of older pupils through regular timetabled sessions. Skills are reinforced well through teaching assistants leading small-group activities.
- From sharing, looking at books and talking about what they see in the pictures, pupils learn to read and enjoy stories. By the time they reach Year 6 pupils talk enthusiastically about their favourite authors and say they enjoy reading at home as well as school. They use punctuation well in the way they say some words and sentences so that it helps to bring the story to life.
- Over the last two years the school has had a focus on improving reading and writing. Throughout the school and in pupils' books there is evidence of writing showing that pupils' progress in writing for different reasons such as poetry, stories or retelling events is improving.
- Pupils' understanding of the world is developed well. They develop good levels of personal, social, health and economic awareness. They talk confidently about topics and subjects they have studied as part of the recently reviewed curriculum.

The quality of teaching

requires improvement

- Teaching is improving and there are examples of good teaching, but the weaknesses that remain slow progress, especially in mathematics and in the Early Years Foundation Stage.
- There are a number of strengths in teaching including the relationships between staff and pupils. As a result pupils remain on task during lessons; they enjoy what they are learning and they behave well.
- Teachers' expectations of what pupils can achieve in English are good but are not consistently good in mathematics. As a result challenge is often too low and pupils repeat basic skills too often rather than use them to solve real-life problems in subjects other than mathematics.
- During a Year 5 and 6 lesson pupils were writing a report. The teacher had high expectations and asked good questions to extend pupils' knowledge as well as check their understanding. Children worked well in pairs when exploring different word endings for descriptive words. The teacher moved the lesson along quickly so that there was a good range of activities and challenges for different pupils.
- Teachers set targets for pupils regularly but when these are achieved pupils are not given new targets quickly enough, particularly in mathematics.

- Teachers mark pupils' work regularly in English and mathematics giving good praise and comments about the work they have done, although in mathematics pupils are not given enough advice on what they have to do next in order to improve their work.
- Teachers make good use of new technology and other resources to help learning. The information and communication technology (ICT) room is situated so that pupils, particularly Years 5 and 6, can access computers easily when needed so they are able to develop their knowledge and skills in investigation.
- Pupils work well together as well as independently. The use of individual white boards helps pupils to share words and sentences well so that they can easily discuss and quickly make adjustments to improve their work.
- Teachers support pupils' spiritual, moral, social and cultural development well. For instance in a Year 3 and 4 English lesson pupils were writing a poem about how the stormy weather of the previous day had affected people and how they might be feeling.
- A large majority of parents who made their view known on Parent View are positive about the quality of teaching.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good. They are keen to respond to questions and talk and listen well to partners during lessons.
- Behaviour is good whether pupils are in lessons, walking around school or playing in the extensive outdoor areas.
- The school has a caring ethos where pupils say that they all help each other. They learn to tolerate differences and clearly enjoy socialising with each other. Pupils say they have a good understanding of bullying for instance, cyber-bullying. They are confident to report incidents to any adults in school as they know they will be listened to and helped.
- The school is very welcoming and provides a safe environment for pupils. Attendance is above average. Pupils are keen to come to school to be with their friends and enjoy the wide range of activities the school provides.
- The overwhelming majority of parents who responded to the online questionnaire feel that the school is a safe place and their children are happy. Responses to the school's most recent survey indicate that all parents feel children behave well. Pupils have many opportunities to mix with the community who praise the school for the way staff manage behaviour.

The leadership and management are good

- The headteacher's determination to raise attainment has been successful in establishing a staff team equally determined to see improvements. Along with the deputy headteacher and the governing body all have a clear view of how well the school is doing and the effectiveness of recent actions to improve it. As a result the school knows its strength and weaknesses and areas for further development. Staff know the importance of continuing to improve teaching so that pupils' progress will improve.
- Improved use of the information of pupils' progress and regularly checking has resulted in pupils making faster progress. Teachers are much more aware of the progress pupils in their class are making.
- Teaching is better as leaders keep a close eye on the quality of teaching and pupils' learning through looking at pupils' work, observations of specific lessons and walks around school to gauge how well pupils are learning in each class. This information is used effectively to plan suitable staff training. The local authority has been working closely with the school and this good partnership is helping to make sure that teaching continues to improve.

- Teachers' performance is focused closely on improvements that the school has recognised and well-targeted opportunities for them to develop their skills have ensured that the management of teaching is effective and the proportion of good teaching has increased.
 - The school's leaders have shown that they are capable of continuing to make improvements. Issues raised at the previous inspection have been tackled. For example more pupils are beginning to make good progress and there is a greater number of pupils achieving the higher levels in English and mathematics as can be seen in the national tests in 2012.
 - Through discussions with pupils and parents, leaders have improved the richness of the curriculum. The topics and themes that pupils learn about are enriched by a wide range of opportunities to take part in creative activities.
 - The curriculum is boosted by a wide range of visits and extremely well attended after-school clubs provide further support to pupils' progress and their development. As a consequence, it provides well for pupils' spiritual, moral, social and cultural development.
 - The school has a strong link with the local community through activities organised on the school site by various outside agencies and by the pupils taking their activities out to share with members of the village.
 - **The governance of the school:**
 - Members of the governing body are playing an increasingly important role in making sure that the school continues to improve. They look carefully at the information on pupils' progress and know in detail how pupil premium funds are being spent and the impact of this on pupils' learning. The governing body has made sure that there are secure arrangements in place to ensure the safeguarding of pupils and staff.
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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	112114
Local authority	Cumbria
Inspection number	405376

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	66
Appropriate authority	The governing body
Chair	Lorraine Blacklock
Headteacher	Valerie Bairstow
Date of previous school inspection	19 October 2010
Telephone number	01697 351483
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