

Kirkby and Great Broughton CofE Voluntary Aided Primary School

Kirkby Lane, Great Broughton, Stokesley, North Yorkshire, TS9 7AL

Inspection dates 19–20 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good teaching ensures that pupils make good progress and have attainment which is well-above average.
- Teachers are very skilful at planning work for groups and individuals. This helps to get the best out of pupils, whatever their ability. They offer harder work as lessons progress so that pupils are stretched in their learning.
- Pupils have many opportunities to talk and plan together and to write at length in their English lessons. In mathematics lessons, there are many chances for them to tackle difficult mathematical problems.
- When teachers mark work they make it clear to pupils how to improve their work and give them time to act upon advice. Older pupils are clear about the level of their work and all pupils have targets which help them to make their work better.
- Pupils say they feel very safe. Their behaviour is good and in some lessons it is outstanding. Their attendance is above average.
- The headteacher and the excellent governing body know the school's strengths and relative weaknesses very clearly. Together, they have acted decisively to improve teaching and reverse a decline in attainment. This is clearly an improving school.

It is not yet an outstanding school because

- Pupils have too few opportunities to follow their own interests in activities that will develop their imagination, creativity, analytical and thinking skills.
- At the start of some lessons, when teachers are working with their full class, work is too hard for some pupils and too easy for others.
- There are too few chances for pupils to see the links that exist between subjects and to practise their skills in writing, mathematics and information and communication technology in different subjects.
- In some lessons, teachers do not ask enough questions that challenge pupils to think hard.

Information about this inspection

- The inspector had meetings with staff, groups of pupils and the Chair and vice-chair of the Governing Body. The inspector also spoke on the telephone to the school's previous local authority Educational Development Adviser.
- The inspector looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- The inspector observed teaching and learning in seven lessons taught by five teachers and listened to a group of pupils read. In addition, the inspector made a number of short visits to lessons.
- The headteacher conducted five joint observations of lessons with the inspector. The inspector also observed the headteacher reporting back to teachers on their findings regarding the quality of learning and pupils' achievement in lessons.
- The inspector took into account the 34 responses to the on-line questionnaire (Parent View). The inspector also spoke to parents and analysed the school's own questionnaire of parents' views.
- Seven staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are White British. While the school traditionally includes pupils from the Traveller community, this year there are very few such pupils.
- The proportion of pupils eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from military service families) is well-below average.
- The proportion of pupils supported at school action is well-below average.
- The proportions of pupils supported at school action plus or with a statement of special educational needs are well-below average.
- There is a before-and-after-school club which is privately run and inspected separately by Ofsted, as well as clubs which are managed by the governing body and organised voluntarily by staff.
- The school shares its site with a privately run nursery which is subject to a separate inspection.
- The school meets the current government floor standards, which are the minimum expectations for pupils' progress and attainment.
- The headteacher has been in post since September 2011. She is also headteacher of another local school and divides her time between the two schools.
- There have been many changes to staffing in the past three years and during the current school year.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, to further increase pupils' progress and attainment, by:
 - offering pupils more opportunities to practise their skills in writing, mathematics and information and communication technology in different subjects and to see the links that can be made between subjects
 - offering pupils more opportunities to enjoy activities which build on their own interests and are designed to stimulate their imagination, creativity, analytical and thinking skills
 - ensuring that in whole-class teaching sessions, teachers plan work that is well-matched to the learning needs of all pupils
 - improving teachers' questioning skills so that they encourage pupils to explain their ideas and extend their thinking.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are in line with those expected for their age. Due to good teaching, children make good progress in the Early Years Foundation Stage and are above average when they enter Year 1.
- As a result of further good teaching in Key Stage 1, pupils continue to make good progress and their attainment at the end of Year 2 is typically well above average.
- At the end of Year 2, the very few pupils eligible for the pupil premium performed in line with all pupils across the country in reading and writing. However, their performance was well below other pupils in the school. In mathematics, their attainment was below similar pupils and all pupils across the country and significantly below other pupils in the school. Good teaching and support for these pupils are now helping to close the gap between them and other pupils in the school.
- Attainment at the end of Year 6 is typically well above average in English and mathematics. However, in 2012, attainment was broadly average. This year group had a higher proportion of pupils with special educational needs than is typical for the school and was affected by a high proportion of pupils entering the school late in Year 5 and in Year 6.
- However, attainment was also lower than is typical because progress had been less rapid for these pupils than is usual in Key Stage 2. Too few pupils made the progress expected of them, especially in writing.
- Pupils currently in Year 6 are on track to attain above average standards. A greater proportion of Year 6 pupils than in 2012 are working above or well above the standards expected for their age in reading, writing and mathematics. As a result of teaching which is extremely skilful at planning work which challenges all pupils, pupils currently in Year 6 are making excellent progress, including in their writing.
- Pupils with special educational needs make good progress from their starting points as a result of teachers clearly identifying their needs and offering them work which interests them. Pupils of Traveller heritage do as well as they can because of good support provided by staff.
- Progress in reading is consistently good. This is the result of good teaching, by all teachers and teaching assistants, of how to link letters and sounds (phonics). This helps pupils read words with which they are unfamiliar. There is also a very clear focus on helping pupils to enjoy books and they read widely and enthusiastically at home and in school.

The quality of teaching is good

- Teachers are very skilful at making sure that they set work that is hard enough for pupils of all abilities. Reading and mathematics are taught well. In a Year 6 mathematics lesson, for example, the teacher meticulously planned work which was challenging for pupils of a wide range of abilities. As the lesson progressed, she checked understanding and offered more demanding work for all pupils, including those pupils who are working at levels well above those expected for their age.
- However, at the start of some lessons, when teachers are introducing what the class is to learn, work is often too difficult for some pupils and too easy for others. Teaching assistants, who are very skilled at supporting and challenging children in their individual work, are not used well enough at these times. Opportunities are missed to move pupils on quickly at their own level. On these occasions, teachers do not always ask questions which encourage pupils to think hard and explain their ideas.
- Pupils have clear targets which help them know how to succeed in individual pieces of work and how to move to the next level in their learning. Teachers use marking well to help pupils know how to improve their work and offer them time to act upon that advice. Lessons have exciting activities which are based on interesting topics and move at a quick pace. There are many well-

planned opportunities for pupils to talk together and work in teams to develop their skills of speaking and listening and explore and plan together.

- All of these excellent approaches were seen in English lessons with the Year 5 class. They improved newspaper reports they had written about events in *The Ghost of Thomas Kempe* and enjoyed planning and acting scenes for a sequel to the novel which they began to write in play form.
- In all classes, there are excellent examples of pupils writing extended stories and progress is becoming more rapid. There are, however, too few opportunities for pupils to practise in different subjects their skills of writing, mathematics and information and communication technology.
- In individual lessons and topics there are interesting activities which pupils enjoy. For example, pupils in Years 1 and 2 were enthralled when they were encouraged to think about whether a cut flower is alive or dead. However, there are too few chances for pupils to be challenged in this way. There are too few opportunities for them to follow their own interests and develop their imagination, creativity and thinking skills in real-life, problem-solving activities or in ways that would help develop a deeper understanding of high level skills of research and analysis.

The behaviour and safety of pupils are good

- Each year the school council works with teachers to agree rewards and sanctions which will help pupils to behave well. As a result, pupils know the clear guidelines they have to follow and the great majority of pupils behave well all the time. Even the very few pupils who find good behaviour difficult behave well most of the time. Indeed, when pupils are fully engaged in their lessons, their behaviour is outstanding.
- Behaviour is also excellent around school and older pupils enjoy playing with and looking after younger children. Pupils have responsibilities as librarians and playground play leaders who organise break and lunchtime activities which help pupils to play well together. They are proud that, in this small school, all pupils get on well together.
- They like the house system which rewards them for inspired work, excellent behaviour and caring for others. They also learn to socialise and play together in the breakfast and after-school clubs and care for other people by raising funds for charities.
- Pupils are very aware of different types of bullying, including name-calling and cyber-bullying, and say that there is very little bullying. Adults deal with any rare cases of poor behaviour quickly and effectively. Pupils know clearly how to keep themselves safe in school and outside; for example, all pupils are acutely aware of road safety because they are taught to cross safely from an early age.
- Attendance is above average because pupils enjoy school, especially when their lessons are exciting and engage them. Pupils are determined to do well in their lessons, work hard and present their work neatly.

The leadership and management are good

- The headteacher has a very clear view of the school's strengths and weaknesses and in a short time has addressed issues around staffing, improved the quality of teaching and reversed a decline in attainment. She ensures that even on those days when she is not in school, the school runs smoothly. This is because there are clear systems in place, senior leaders are well-informed about all relevant issues and strong teamwork and high morale ensure that all staff pull together.
- The headteacher has a very clear view of the quality of teaching and how to ensure that pupils become effective learners. She recognises the skills of her teachers and the way they help pupils to make good progress, while offering clear advice about how to refine some aspects of teaching in individual lessons. This has ensured that teaching across school is good.
- Performance management is clearly focused on raising attainment, increasing the rates at which

pupils make progress and improving the quality of teaching. The headteacher has reviewed the procedures and set targets for teachers and pupils which are more demanding than previously. Staff are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done. As a result, pupils' progress has rapidly increased.

- Information about pupils' skills and abilities is well-used, especially when teachers plan work that is very clearly setting an appropriate and challenging level for all pupils. The school has a strong commitment to promoting equal opportunities and tackling discrimination for all pupils, including the very few pupils who are eligible for the pupil premium and pupils from the Traveller community.
- The curriculum is clearly focused on developing pupils' basic skills in reading, writing and mathematics and as a result, pupils across the school have skills and abilities which are above those expected for their age. It provides many opportunities for pupils to develop their spiritual, moral, social and cultural awareness, especially through the teaching of religious education, art and music. While there is a clear focus on history, geography and science, opportunities are missed to deepen pupils' understanding or to develop higher-level skills in these subjects.
- Despite the fact that the school's Educational Development Adviser has changed regularly, the local authority works effectively with the school. It has offered helpful legal advice on how to manage staffing issues, provided high-level training to improve the quality of teaching and given guidance about how to raise strategies to standard of pupil's writing.
- **The governance of the school:**
 - The governing body has an extremely clear view of the strengths of the school and the areas in which it could be improved further. Governors make regular visits to classes to see how well pupils are learning and how well subjects are taught and feedback systematically to other governors. The governing body skilfully manages the budget in the light of fluctuating pupil numbers and many changes to staffing. Governors have appointed a headteacher whom they share with another school to gain the benefit of her expertise and to ensure that the financial benefits from this arrangement are clearly directed on improving teaching. They have very clear procedures to monitor the effectiveness of this arrangement and the performance of all staff. Governors have a clear understanding of school data and know that the gap between pupils eligible for the pupil premium grant and other pupils in school is wide. The Chair and vice-chair are very well-informed and offer clear leadership. They ensure that all staff and governors have received appropriate training, for example to improve teaching and to ensure that procedures for safeguarding pupils are fully in place.

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	121611
Local authority	North Yorkshire
Inspection number	403472

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Mark Sutcliffe
Headteacher	Celia Wilson
Date of previous school inspection	21 November 2007
Telephone number	01642 712687
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