

Keldmarsh Primary School

Woodmansey Mile, Beverley, HU17 8FF

Inspection dates 11–12 April 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils make good progress from their starting points. A significant proportion of pupils, which is well above the national average, achieve the higher levels in mathematics and reading.
- Teaching is good and a small proportion is outstanding. Teachers effectively plan for the different needs of pupils, which is successfully enabling them to become independent learners.
- Pupils' behaviour and attitudes to learning are exemplary. They are very keen, motivated and excited about learning.
- Pupils feel extremely safe in this warm, welcoming and friendly school.
- Pupils' spiritual, moral, social and cultural development is outstanding and forms an integral part of the school's atmosphere.
- Together, the headteacher and the deputy headteachers provide good leadership. Leaders at all levels regularly and effectively check on the quality of teaching and learning in their subjects. All of this has helped to ensure that teaching is continually improving so that pupils' achievements are at least good.
- The governing body supports and challenges all leaders well. They effectively hold the school to account.

It is not yet an outstanding school because

- The proportion of pupils getting the highest levels in writing is lower when compared to those achieving this in reading and mathematics.
- Sometimes starting points for children's learning, such as the outdoor area in the Early Years Foundation Stage, are not always inspirational enough.
- Occasionally pupils are not provided with enough purposeful opportunities to help them to produce high-quality writing across the curriculum.
- Teachers' expectations are not always consistently high enough.

Information about this inspection

- The inspection team observed 12 lessons and two whole-school assemblies. Joint lesson observations were undertaken with the headteacher and deputy headteachers. The inspection team listened to pupils read.
- The inspection team held meetings with members of the governing body, pupils, key staff and a representative from the local authority.
- They looked at many key documents including: minutes of the meetings of the governing body, tracking of pupil progress, pupils' work, attendance and records relating to behaviour and safeguarding arrangements.
- They had informal discussions with parents at the start of the school day. They also took into account the 56 parents who made their views known through the online questionnaire (Parent View).
- Inspectors analysed views expressed in a questionnaire completed by the school staff.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Cathy Morgan

Additional Inspector

Full report

Information about this school

- Keldmarsh primary is a smaller than average-sized school.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average.
- The proportion supported at school action plus or with a statement of special educational needs is lower than the national average.
- Most pupils are of White British heritage backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for the looked after children, pupils known to be eligible for free school meals and children from service families) is lower than the national average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress
- The school has achieved the Inclusion Quality Mark, ICT Mark and Basic Skills Quality Award.

What does the school need to do to improve further?

- In order to improve the proportion of pupils obtaining the highest levels in writing, increase the proportion of outstanding teaching by:
 - providing children with inspirational starting points for their learning, including the outdoor area in the Early Years Foundation Stage
 - providing pupils with more purposeful opportunities for them to produce high-quality writing across the curriculum
 - ensuring that all teachers have similar high expectations by continuing to share outstanding practice seen in lessons.

Inspection judgements

The achievement of pupils is good

- Children's starting points vary from year to year. Recently, they generally join with skills that are below that expected for their age particularly in communication, language and literacy. A very large majority of pupils leave at the end of Year 6 with attainment that is above that expected nationally which represents good achievement. However, it is not yet outstanding because over time, pupils' progress is uneven as it slows in lower Key Stage 2 classes.
- Children make good progress in the Early Years Foundation Stage. This is partly due to the school having robust and well-established arrangements for children before they join the school. Indoors, children enjoy a variety of activities that stimulate their imagination, although those in the outdoor area are not always as inspirational and limit the children's choice and breadth of task.
- Because the proportion of pupils reaching the higher levels in writing is lower than the proportion in reading and mathematics, school leaders have made this one of the priorities on the school development plan. As a result attainment and progress in writing have improved over time.
- Attainment in reading, including those who achieve the higher levels, is above average. Clearly pupils enjoy reading as it is well promoted throughout the school and across the curriculum. Those who read to inspectors used effectively their knowledge of the sounds that letters make to read unfamiliar words, made accurate predictions about the book and read fluently.
- Pupils achieve well in mathematics: the proportion of those attaining the higher levels at both Key Stages 1 and 2 is above average. Leaders ensure that there is a consistent approach in helping pupils to solve problems in this subject and pupils are given meaningful and useful resources to aid their learning.
- The few pupils who are in receipt of pupil-premium funding benefit from having individual and small-group tuition in English and mathematics and get support so they can go on school visits. They make good progress in all subjects and there are no significant differences in achievement between themselves and others in the school. There are too few pupils to draw meaningful conclusions about the attainment of such pupils in mathematics and English.
- Disabled pupils and those with special educational needs make good progress in English and mathematics. This is because pupils are identified early if they need specialist help and lesson plans ensure that specific support is provided quickly for those who need it.

The quality of teaching is good

- Teaching over time and that seen by inspectors is mainly good and some is outstanding. However, occasionally, teachers do not have high enough expectations particularly in lower Key Stage 2 and leaders have started to address this by sharing some of the outstanding practice seen in lessons.
- Teachers encourage and help pupils to become independent learners. In discussion with pupils they say that to help them to become independent, 'We use a buddy, a board, our brains, books and then we go to the boss, which is the teacher.' Pupils are given the opportunity to coach and support others who need more help with their work.
- The teaching of reading is given a high focus and pupils' comprehension skills and interest in books are well developed. This was seen in a Year 6 lesson called 'Book Detective'. This was followed by a visit to the local library which excited them.
- Teachers use games and resources well to motivate and develop pupils' mathematical understanding. In a Year 3 class pupils used a game called 'inverse reverse' to help them to recall mathematical facts competitively against one another.
- Teaching assistants are effectively used to support pupils' learning. This was seen in a Year 4 physical education lesson where pupils were learning to improve their throwing and catching

skills. The teaching assistant successfully enabled those that needed the extra support to fully participate in the lesson.

- Good use is made of resources, particularly new technology. This was demonstrated in a Year 5 information and communication technology (ICT) lesson. Pupils thoroughly enjoyed the challenge of working together to make different types of presentations using the computers.
- Teaching is good in the Early Years Foundation Stage despite there being a lack of inspiration in some of the outdoor resources. The adults have established good relationships with the children and know them well. This is helping them to become happy and confident learners.
- Teachers are very good at getting pupils mentally prepared for their lessons by getting them to do gentle coordination exercises called 'activate'. This helps them to sustain their concentration for appropriate amounts of time.
- Work scrutiny shows that most pupils are given time to respond to their marked work and use post-it notes to help them to assess whether they have met their targets. However, sometimes they are not given enough opportunities to produce high-quality writing in all subjects.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour inside and outside of the classroom is exemplary. Pupils are overwhelmingly polite and respectful to adults and to one another. Expectations for pupils' behaviour are high from an early age and this is demonstrated by the positive and purposeful atmosphere across the school.
- Pupils say that the adults in school always respond to their suggestions. They feel that the school's rewards and sanctions are fair and these are consistently applied.
- Pupils develop a love of learning as soon as they join the school and they say school is 'awesome'.
- Pupils value the many opportunities to influence the work of the school and they take their responsibilities very seriously. Some of the roles include being play leaders, eco councillors and undertaking office duties. All of these contribute to them developing their leadership skills.
- Pupils fully understand about the different forms of bullying including cyber-bullying. They say incidents of bullying are rare. They are actively encouraged and supported to resolve problems quickly.
- The school actively promotes caring for one another and this can be seen through their roles as 'peace makers' in the playground. This is where they are trained to help to solve their disputes amongst each other. This is good evidence that shows how the school's code of conduct of 'Truth, Responsibility and Respect' comes alive through the work of the pupils.
- Attendance is above average because pupils enjoy coming to school.

The leadership and management are good

- The headteacher, who is strongly supported by the senior leadership team and governing body, is relentless in the drive and ambition to ensure that pupils do well. Their mission is to ensure that the school gives pupils 'roots and wings' so they can 'flourish and fly' and be successful.
- All leaders at different levels rigorously check the quality of teaching and learning and this has helped to improve the quality of teaching over time. All staff have targets that are set through the management of their performance and these are linked to pupils' achievement and the school's priorities. Information from this process is used to inform and determine the teachers' progression in salary.
- The school's tracking system rigorously monitors and checks all pupils' achievement regularly and extra quality support is given where needed. This shows the school's strong commitment to promoting equality of opportunity for all pupils so that they can all do well.
- Opportunities to develop pupils' spiritual, moral, social and cultural development are extensive. For example, through assemblies, special recording booklets and suggestion boxes, pupils are

taught to put the feelings of others first. Respect for others is at the heart of the school. Adults provide excellent role models for pupils who in turn exemplify mature and caring members of the school.

- The curriculum enables pupils to become confident and independent learners who benefit from having the choice to attend a range of clubs such as gardening, music and dance. Significant emphasis is placed on developing pupils' ability to read and write, preparing them well for their next stage in learning. However, opportunities to apply their writing across other subjects are limited at present.
- The school has fostered strong relationships with parents and most are extremely positive about the school's work. Parents commented that they are particularly pleased with the quality and frequency of communication relating to their child's progress. They say they are able to contact the school at any time.
- The local authority provides effective light-touch support for this good school.
- **The governance of the school:**
 - This is a very experienced and stable governing body which has a clear overview of the school's strengths and weaknesses. Its members have a good understanding of pupils' achievement throughout the school as this is presented very clearly to them by the leaders. Governors are able to use this information to ask challenging questions and hold all leaders to account. They have a good overview of the quality of teaching as they are committed to coming into school to monitor their area of responsibility. They are well informed about the performance of staff and the school's decision to reward teachers' performance. The governing body has a good understanding of how the extra funding for the pupil premium is spent and carefully monitors its impact. Members are highly committed, dedicated and ensure all safeguarding requirements are met.

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	133481
Local authority	East Riding of Yorkshire
Inspection number	403654

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Linda Dixon
Headteacher	Carol Tomkinson
Date of previous school inspection	8 November 2007
Telephone number	01482 873131
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