

Kirkbymoorside Community Primary School

Westfields, Kirkbymoorside, York, North Yorkshire, YO62 6AG

Inspection dates

6–7 November 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership and is supported by a team of hard-working and dedicated staff. This has resulted in a noticeable improvement in the progress pupils make.
- Senior staff monitor the quality of teaching and its impact on learning regularly and accurately.
- Governance of the school is good. Governors know how well the school is performing and use that knowledge to challenge the leadership to make further improvements.
- Pupils behave well in lessons and around the school. They are courteous and polite to each other and to adults.
- Pupils enjoy coming to school and feel safe in a secure and caring environment. Their attendance is above average.
- Teaching over time is good. Teachers have a very positive relationship with pupils and as a result learners have made good progress.
- Achievement in Key Stage 1 is good and pupils reach standards that are above the national average by the time they move into Key Stage 2.
- Pupils in Key Stage 2 achieve well and standards have continued to improve over a period of time and are now broadly similar to and sometimes above national averages. This is especially so in reading and writing.
- The early years is led well and provides a good start to the children's education. This prepares children well as they move into Year 1.
- Pupils' spiritual, moral, social and cultural development is promoted well through a broad and rich curriculum.
- Parents are overwhelmingly happy with the quality of education and care provided for their children. One parent commented that 'Right from the day we arrived, the school has been very supportive.'

It is not yet an outstanding school because

- In mathematics pupils are not always moved on to harder and more demanding work once they have mastered what they are learning.
- There is some variation in the quality of teaching in Key Stage 2. This means that occasionally some pupils are not sufficiently challenged.

Information about this inspection

- The inspectors observed 18 lessons, one as a joint observation with the deputy headteacher.
- Pupils' work from the last twelve months was scrutinised. These were mostly joint work scrutinies with the headteacher.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, three members of the governing body, and a representative of the local authority.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks.
- Inspectors met with parents at the start of the school day.
- Inspectors analysed the 35 responses that had been submitted to the online questionnaire for parents (Parent View). Inspectors scrutinised a number of documents, including the school's view of its own performance, school improvement plans, minutes of the governing body meetings, records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 17 questionnaires completed by members of the school staff.

Inspection team

Alan Chaffey, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Lindsay Hall

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The vast majority of pupils are from White British heritage.
- The proportion of disadvantaged pupils who are therefore eligible for support through the pupil premium funding is lower than that found nationally. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Kirkbymoorside Community Primary School has enhanced provision for children who have speech, language and communication needs. The staff employed in this unit, which is part of the school, provide support for other schools in the local authority through outreach work, and for pupils who have been referred to the unit. During the inspection there were no pupils attending the unit.

What does the school need to do to improve further?

- Improve attainment in mathematics by ensuring that:
 - the level of challenge is raised through moving pupils on to more demanding activities when they are ready
 - the presentation of pupils' work is improved so that mistakes in their calculations are reduced.
- Improve further the quality of teaching by:
 - using the expertise of teaching and support staff within the school to share good practice
 - using a more timely and systematic approach to the monitoring of pupils' work, so that teachers receive effective support and guidance when needed
 - ensuring that marking and feedback is refined further to allow pupils the time to address pointers for improvement.

Inspection judgements

The leadership and management are good

- The headteacher provides strong and effective leadership. The school has undergone some necessary and substantial changes in staffing which she has managed well, so that the good achievement pupils make continues to improve.
- The headteacher has an accurate view of the school's performance and has identified where and how this can be improved further.
- The curriculum is impressive. It is broad, rich and enhanced by such things as learning out of doors, visits to places of interest, for example Helmsley Castle and museums, and visitors into school. The curriculum, along with experiences that the school offers its pupils, promotes good and equal opportunities for all.
- The school works hard to make sure pupils' spiritual, moral, social and cultural experiences are good and as a result, the school is very effective in preparing pupils for life in modern Britain. For example, respect for others is reinforced through investigating other cultures and countries, visiting speakers to the school and the Religious Education curriculum. The school also has the International School Award, which develops in pupils a deeper understanding of European cultures and languages.
- Senior and middle leaders continually strive to improve teaching. They make regular visits to classrooms and scrutinise pupils' work. Leaders track pupils' progress each term and act swiftly in identifying where pupils are not progressing as they are expected to and implement procedures to address any underperformance.
- Although the monitoring of teaching and learning is accurate and useful, because there is no routine timetable for monitoring, aspects of teaching in need of improvement are not followed up quickly enough.
- Pupils have numerous opportunities to participate in extra-curricular activities such as art, guitar and film clubs. During a discussion with pupils they were very enthusiastic about their history club, which included a visit to a local outdoor museum where they daubed a Viking roundhouse.
- Very few pupils are in receipt of pupil premium funding. However the funding that the school receives is used well to provide one-to-one support and smaller class sizes, and as a result these pupils make good progress.
- The national primary sport funding is used very effectively to improve the skills of teachers and pupils. Pupils have a range of after-school clubs that aim to attract less active pupils by offering sports and games that would be more appealing, such as rocket ball, orienteering and BMX cycling. Pupils also participate in a range of tournaments and events and have won several awards, including the Sainsbury Silver Award for school games. As a result pupils are developing healthy lifestyle habits.
- Safeguarding arrangements meet statutory requirements and pupils and parents overwhelmingly say that the school is a safe and friendly environment.
- Performance management procedures are well established and have contributed to the improvement in pupils' achievement.
- The local authority has an accurate view of the school and provides support through their visits each term.
- The leadership of the enhanced provision for speech, language and communication is good and pupils receive effective support.
- Parents are very complimentary about the way the school supports and cares for their children. Throughout the inspection, inspectors met several parents who made very positive comments, such as the one made by a parent who said ' We were very impressed when our children started here three and half years ago, and we're still impressed now.'
- **The governance of the school:**
 - Governors have developed a clear understanding of the school's strengths and areas for improvement because they are given detailed information by the headteacher and other school leaders. As a result, governors hold school leaders to account by asking probing questions, and following up on answers they receive. For example, governors were concerned about the gap in performance between boys and girls, which appeared wider than national and as a result were proactive in ensuring that additional reading resources were purchased that would be more appealing to boys.
 - Governors are very astute with the financial management of the school and use value for money when making decisions on spending. They are very clear on how the school's budget should be used effectively, including the pupil premium.
 - Governors' understanding of and involvement in performance management and salary increments are developing. They readily admit that this is an area of governance that they need further support with and are taking steps to address it.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils behave sensibly and thoughtfully in lessons and around school and settle quickly to their work.
- Pupils are respectful, courteous and have good manners. They play well together on the playground and enjoy each other's company. This is a view shared by both pupils and parents alike, as one parent commented 'The school always feels like a friendly and happy place to be.'
- Low-level disruption is rare and in most lessons pupils focus on their work and are engaged in their learning.
- Pupils think highly of their school; as one pupil put it 'Everything is awesome', and as a result, attendance is good and above national averages.
- Pupils feel that incidents of misbehaviour are infrequent. They are proactive in addressing rare incidents of inappropriate language, for example when a child uses the word 'gay' because it is considered funny.
- The school's records show that there have been very few incidents of poor behaviour over the last year. The few that have occurred have been dealt with effectively.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep themselves and others safe. They are aware of the dangers associated with the Internet, and a group of older pupils (digital leaders) have reinforced this message by working with younger children, and organising a stall during parents evening when they explained to parents the importance of e-safety.
- Pupils are very confident that little bullying occurs in the school and they know who to talk to if they have any worries.
- All staff ensure that safety procedures are fully adhered to, such as rigorous supervision when using the outside wildlife learning area and around the pond, which are in the school grounds.
- Parents have very good confidence in the school to keep their children safe and free from harm.

The quality of teaching is good

- Teaching over time is good and promotes learning well. This is reflected in samples of pupils' work over the last twelve months and the school's tracking of pupils' progress that shows the achievement pupils make in all year groups across the school.
- Teachers make sure that pupils are challenged sufficiently so that they achieve well. For example in a Key Stage 1 mathematics lessons on doubling single digit numbers, the teacher used some challenging and focused questioning which was followed with a range of interesting and engaging activities, including the effective use of IT, that challenged pupils further.
- Disabled pupils and those with special educational needs are supported well to help them overcome the difficulties that they face.
- Teachers and support staff have good and positive relationships with pupils and widely praise their efforts. This encourages pupils to try even harder, and as result pupils are mostly engaged in what they are learning.
- Writing skills are taught well and evidence in pupils' books over a period of several months is that their writing is of good quality. This quality can be seen in all areas of the curriculum, where writing skills are reinforced.
- The teaching of mathematics is good overall, but there are some minor inconsistencies in Key Stage 2. Occasionally there is a lack of challenge during lessons and pupils' books indicate that sometimes the work pupils do is not demanding enough.
- Pupils' work is presented well most of the time. However, inspectors identified that occasionally pupils make errors in mathematics because their work is not set out as well as it could be.
- Pupils have good reading skills because teaching in this subject is mostly good. Pupils are taught how to tackle unfamiliar words by breaking them down into the sounds that letters make. Most pupils read with fluency and expression; however, some older pupils do not always use punctuation correctly when reading aloud.
- The teaching of phonics (the sounds that letters make) is good. However, the very youngest children are not always challenged sufficiently, especially those children who are ready to move on to more demanding

letters and sounds.

- Most of the support that teaching assistants provide for pupils is high quality, and they are well informed on the needs of the learners that they are asked to support. This support is more effective when adults allow pupils to find answers for themselves through probing questioning, rather than, as occasionally happens, when answers are provided.
- Teachers give pupils good quality feedback on their achievements in lessons. However, pupils do not always get sufficient time to respond and thereby improve their work.

The achievement of pupils is good

- From their starting points in the nursery, children make good progress and enter Key Stage 1 well prepared, with standards that are in line with national averages. They continue to make good progress and now achieve standards at the end of Year 2 that are higher than those of other pupils nationally.
- In the Year 1 national screening check on phonics, (knowledge of letters and the sounds they make) pupils achieved above average. Data show there has been an improving trend in this area, which has ensured that the younger pupils are now well placed to achieve more in their reading.
- From their starting points in Year 3, pupils make expected and sometimes better than expected progress as they move through Key Stage 2. Improving writing has been a specific focus for the school, and as a result the progress made by pupils at the end of Year 6 is higher than by other pupils nationally. Progress made in reading and mathematics is broadly comparable to national averages.
- Pupils' standards in reading and writing have improved since the last inspection. By the end of Year 6 in 2014, the proportion of pupils reaching age-related expectations and above was in line with national averages in reading and above national averages in writing.
- Mathematics has also improved, and age-related expectations are similar to national averages, but there has been a decline in the number of pupils reaching the higher levels. Work in books shows that on occasions pupils are completing numerous questions correctly before they are given more demanding work. Consequently they are not given the challenge they need to make faster progress.
- The number of disadvantaged pupils entitled to support from the pupil premium is low. However, they make progress and reach standards that are approximately half a term behind all pupils nationally and about a term behind other pupils in the school in reading, writing and mathematics. This shows a significant improvement and is a result of the school working hard to close the gap between disadvantaged pupils and all pupils nationally.
- The most-able pupils in the school make good progress and go on to attain high standards. Results for 2014 shows that the number of pupils reaching a Level 3 in all subjects at the end of Year 2 has increased considerably and is now significantly above national averages. At the end of Year 6, the pupils reaching Level 5 in writing was well above national averages; examples of writing in pupils' books show that most - able pupils are appropriately challenged in that subject. They are not challenged sufficiently in mathematics and as a result, there has been a decline in pupils reaching Level 5.
- Disabled pupils and those who have special educational needs make similar good progress to that of other pupils in the school. This is because the school takes effective measures to help them achieve.
- An analysis of the progress made by pupils supported by the enhanced provision for speech, language and communication make good progress in reading, writing and mathematics. This is a result of the excellent support from staff in the unit who have specific expertise.

The early years provision is good

- Most children start the nursery ready to learn. The numbers achieving a good level of development at the end of the Reception class compare favourably with national figures. As a result, children are well prepared for when they enter Key Stage 1.
- The early years leader provides effective leadership and management and has a good knowledge of strengths and areas for improvement. An appropriate action plan is in place.
- Safeguarding procedures are secure, staff are paediatric trained and risk assessments are in place.
- Staff work closely with the special needs coordinator to support children who have specific needs. Intervention and one-to-one support are put into place effectively.
- Children enjoy interesting and purposeful inside and outside activities which cover all the areas of learning. They have good social skills, enjoy learning and enthusiastically follow their own interests when playing. In

this key stage adults interact well with children to develop language and communication.

- Outside provision offers opportunities for physical development which children take full advantage of. Inside provision such as the 'messy table' promotes language through very good questioning by adults, and a play dough table encourages cooperative play.
- The teaching of phonics does not always provide sufficient challenge, especially for children who are ready and able to cope with more difficult letters, sounds and words.
- Parental involvement is promoted well through regular play and stay sessions, which are well attended, and a 'busy book' that goes home weekly. Staff have also delivered training to parents to help them support their children with reading.

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	121303
Local authority	North Yorkshire
Inspection number	443944

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	259
Appropriate authority	The governing body
Chair	John Goodyear
Headteacher	Gillian Hardacre
Date of previous school inspection	9 February 2010
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