

Kirkby Woodhouse Primary School and Nursery

Main Road, Kirkby-in-Ashfield, Nottingham, NG17 9EU

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		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The inspiration and drive of the headteacher, and a very effective senior leadership team, have ensured that teaching is consistently good. In some year groups, it is outstanding.
- Senior staff monitor the quality of teaching and pupils' work regularly, and provide teachers with helpful guidance and support.
- Pupils make good progress and achieve well from their different starting points.
- Teachers' clear explanations and effective questioning ensure that all pupils learn well.
- Behaviour in lessons and at all other times during the school day is outstanding.
- Pupils say they enjoy school, feel very safe and are well cared for. They are kind, helpful and respectful to each other, which enables everyone to learn and play happily and productively.
- Children in the Nursery and Reception classes make rapid progress in acquiring knowledge and skills in all areas of learning. They develop very positive attitudes and a love of learning. This is due to the outstanding provision.
- The well-planned curriculum makes a big contribution to pupils' progress and behaviour. Pupils enjoy many opportunities to take part in trips, residential visits, sport, music, art, and to learn about other cultures and faiths.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well.
- Governors have a good knowledge and understanding of how well pupils' are doing. They are rigorous in checking the performance of the school and holding staff to account. The governing body provides a good balance of challenge and support to senior leaders.

It is not yet an outstanding school because

- Sometimes, in mathematics, teachers do not match work closely enough to pupils' abilities and so they find the work too easy or too hard.
- Progress in Key Stage 1 is slower than in the early years and Key Stage 2.
- Marking in mathematics is not as thorough as it is in English. Sometimes teachers do not show pupils clearly how to improve their work, nor do they check that pupils act on the advice they are given.

Information about this inspection

- The inspectors observed teaching in 17 lessons or parts of lessons across all years groups present in the school. Three of these were observed jointly with the headteacher.
- The two Year 6 classes were not in school during the inspection as they were away on residential visit.
- Meetings and discussions took place with the headteacher, other senior leaders, five members of the governing body, and pupils.
- Inspectors examined the documents and procedures relating to the safeguarding and safety of pupils.
- A wide range of other documentation was looked at, including the school's self-evaluation, improvement plans, data about pupils' achievement, progress and attendance, and minutes of governing body meetings.
- The 61 responses to Parent View, and the views of parents gathered when they were bringing their child to school, were taken into account. The inspectors also took the 30 responses to the staff survey into account.

Inspection team

Michael Appleby, Lead inspector	Additional Inspector
Karin Heap	Additional Inspector
Simon Griffiths	Additional Inspector

Full report

Information about this school

- Kirby Woodhouse is an above-average size primary school.
- The Nursery class has 39 children who attend only in the mornings and 14 who attend only in the afternoons.
- Most pupils are White British.
- The leader of the Early Years Foundation Stage took up her post at the beginning of this term.
- The pupil premium provides support for about one in five pupils in the school. This additional funding is used to support 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 who have special educational needs supported through school action is about one in ten, which is above the national average. About one pupil in 50 is supported through school action plus or with a statement of special educational needs. This is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching of mathematics, especially in Key Stage 1, by ensuring that:
 - the work set in lessons is suitably challenging for pupils of all abilities
 - pupils are moved on to new learning quickly when they have mastered a skill
 - pupils are given effective guidance on how to improve their work
 - teachers check that pupils follow the advice they are given through marking.

Inspection judgements

The leadership and management are good

- At the heart of this vibrant school is the inspirational and determined leadership of the headteacher. She has developed a highly effective leadership team. Together, they guide the work of the school exceptionally well. They have the total support of staff, governors and parents.
- The school's self-evaluation is thorough and is used effectively to inform appropriate and focused targets for further development. These practical targets are regularly evaluated by senior managers and governors and so the school is continuing to improve and move forward.
- Leaders continually strive to improve the quality of teaching. They make regular visits to classrooms to observe lessons, and to check pupils' work and their attitudes to learning. The evidence from this monitoring helps leaders to assess what needs to be done to further improve pupils' achievement.
- Senior leaders make good use of a range of information to manage the performance of staff. They hold teachers to account and set ambitious targets for them. Senior and subject leaders work closely with other staff to support, guide and challenge them, and this has a positive impact on improving teaching.
- Attendance has improved from below to above average due to the actions taken by the headteacher. These actions have included weekly and termly awards, rewards for 100% attendance, as well as parental interviews and contact telephone calls on the first day of any unexplained absence.
- The imaginative curriculum engages pupils' interest and promotes achievement well. The curriculum is closely linked to and enhanced by a wide variety of visits, experiences and creative activities, while keeping an appropriate emphasis on the development of key literacy and numeracy skills. Subjects are thoughtfully planned to sustain pupils' interest and foster their love of learning.
- School leaders use the school's comprehensive tracking system, coupled with regular pupil progress meetings to quickly identify pupils at risk of falling behind. They take immediate action to give these pupils extra support to help them catch up. This makes sure that all pupils have an equal opportunity to succeed.
- Pupils' spiritual, moral, social and cultural development is fostered exceptionally well through the curriculum and the excellent role models presented by staff. The school actively promotes a tolerant appreciation of racial, cultural and religious differences. Pupils develop a very good understanding of democratic procedures; for example, by applying for posts of responsibility in the school.
- The school has used its primary sports funding successfully to extend pupils' opportunities for sport and physical development. This money funds a specialist physical education teacher for one day each week and this has provided high-quality teaching and learning for the pupils and valuable training for staff. The funds have financed the purchase of more physical education equipment and have enabled more pupils to go swimming. Pupils participate in a range of local tournaments; for example, in football and swimming.
- Pupil premium funding is used to provide disadvantaged pupils with extra support, particularly in literacy and numeracy. This has a positive impact on the progress, behaviour and engagement of these pupils. As well as providing targeted support for learning, the school ensures that these funds promote rounded development by enabling these pupils to take part in all other school activities, such as visits to museums, residential trips and music tuition.
- The school has very positive relationships with parents and carers, as evidenced by the very positive views of the school given on Parent View and in person to the inspectors. The school successfully engages with the more hard-to-reach families.
- The reports to parents and carers give a clear and rounded assessment of their child's progress, achievements and areas for improvement.

- Because the school is successful, it is seen as requiring little support from the local authority.

■ The governance of the school:

- The well-organised governing body includes a good range of knowledge and skills. Governors are ambitious for the school. The governing body has a good strategic overview of the school, knows its strengths and knows what needs to be improved. Governors are well informed by reports from the headteacher and their visits to the school. Governors check information about pupils' achievement rigorously, know how it compares with similar schools, and use this to challenge leaders to improve further. They have a good understanding of the quality of teaching throughout the school and how this is evaluated. The governors take account of the appraisal of teachers' performance when making decisions about salary increases. They set challenging targets for the headteacher and keep a close eye on how things are progressing during the year. Governors are rigorous in their oversight of the school's finances, especially the use and impact of additional government funding. They ensure that safeguarding procedures are rigorous and implemented effectively to ensure the safety and well-being of pupils and staff.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils demonstrate very good attitudes to learning and this enables them to make good progress. The pupils have very positive relationships with their teachers, other adults and with each other. They listen carefully during lessons and respond quickly and calmly to instructions.
- Teachers have very high expectations of how pupils should behave and they do not accept anything less. They manage behaviour very well in the classrooms and these expectations continue in less-structured parts of the day, such as break times. Pupils know the school rules and they follow them.
- Pupils show excellent attitudes to school and have a love of learning. Pupils work very well together in class, group or partner work. Pupils quickly settle down to work after the teacher has explained what they are learning.
- Over the last two years, attendance has improved markedly from below average to above average due to the actions taken by the school.
- Pupils are polite, courteous and respectful to adults and each other. They are keen to talk to visitors and speak confidently and politely. Pupils say and show that they are proud of their school.
- No poor behaviour or derogatory language was seen or heard during the inspection. School records show that incidents of unacceptable behaviour are very rare and, when they happen, they are dealt with very effectively.

Safety

- The school's work to keep pupils safe and secure is outstanding. Procedures for keeping pupils safe in lessons, when moving around school and at playtimes are very thorough.
- Thorough risk assessments are carried out by staff to ensure that pupils are safe in school and when they go out on school trips.
- Pupils have an excellent understanding of different types of bullying. They reported that they had not seen any at all.
- Pupils know how to keep themselves safe when using the internet because the school teaches e-safety as a priority. There is also plenty of helpful information provided on the school website.
- Pupils have an excellent understanding of how to keep themselves safe from various dangers when out of

school. For example, younger pupils learn about road safety and older pupils have the opportunity to learn how to ride a bicycle safely.

- All of the parents who responded to the online questionnaire say that their child feels safe and is happy at school.

The quality of teaching is good

- Teaching is mostly good and some is outstanding. Although it is more effective in the early years and Key Stage 2 than in Key Stage 1.
- Teachers give pupils clear learning objectives for the lesson so that pupils know what they are going to learn. These are referred to regularly so the teacher and the pupils can check how well they are doing.
- Teachers plan activities that are exciting and imaginative, and this contributes to pupils developing very positive attitudes to learning. Teachers use regular assessments to ensure that the pupils are given tasks that build on their prior learning. In a Year 5 English lesson, for example, pupils made rapid progress in using inference to build a character portrait from a set of artefacts which included a cloth cap, medals, a ring, and photographs of a soldier from the First World War.
- Teaching engages pupils' interest through clear explanations and demonstrations. Teachers use questioning effectively to check pupils' understanding of new work and to challenge and extend their thinking.
- High expectations of pupils' behaviour ensure that lessons get off to a prompt start and run smoothly. Pupils are able to concentrate on their work without distraction. As one pupil said, 'I think the work is challenging but I like that because otherwise I wouldn't learn anything.'
- Pupils who need additional help, such as disabled pupils and those who have special educational needs, or those supported by pupil premium funding, are given well-focused support by their teachers and teaching assistants so that they learn well and make good progress.
- The attractive displays of pupils' work in classrooms and around the school are testament to the wide range of activities and visits provided for the children. It is clear that the pupils' work across the curriculum is enhanced by having such interesting things to experience and write about.
- The work of teaching assistants is good. They are very effective in helping particular pupils, or groups of pupils, develop their understanding, improve their confidence and engage successfully in lessons.
- In mathematics, progress is sometimes limited because teachers do not move pupils on swiftly enough when they have already demonstrated that they have mastered a skill. Sometimes, the work set is too hard or not explained clearly enough before the children move to work on their own.
- Pupils' English books show that teachers mark work thoroughly, often giving pupils clear advice on how to improve their writing. However, in mathematics, marking is less detailed and tends to show only right and wrong answers. On some occasions, teachers ask pupils to go back and check or practise a particular skill, but books show that teachers and pupils do not always follow this up.

The achievement of pupils is good

- Children make outstanding progress in the Nursery and Reception classes. This enables most children to be well prepared to Year 1. Speaking and listening skills, and early reading and writing skills, are developed extremely well. Children's personal and social skills are excellent, even though they have been in school for only half a term.

- Results in the screening check in phonics (letters and the sounds they make) at the end of Year 1 have been above the national average for the past three years. Pupils from the Reception class through Year 1 quickly learn to break down sounds and letters and read unfamiliar words. Reading is strongly promoted across the school and, as a result, pupils develop good reading habits and a love of books.
- Progress is not as fast in Key Stage 1 as in the Early Years Foundation Stage or Key Stage 2. Key Stage 1 attainment improved in 2014 to be average in reading, writing and mathematics. The evidence from 2014 shows that attainment is improving, particularly in writing and mathematics. The proportion of pupils attaining the expected level in reading, writing and mathematics is average. The proportion of pupils attaining the higher level was below the national average.
- The progress made by pupils in Key Stage 2 has been above the national average in two of the last three years. Attainment at the end of Year 6 has been similar to the national average over time. Pupils are well prepared for the next stage in their education.
- Evidence from observations of lessons, reviews of pupils' work and school assessment information show that current pupils are making good progress in literacy in all year groups, and acquire knowledge and skills effectively.
- Pupils have a good understanding of how to write in different styles and they use these skills well across different subjects. The development of writing, including grammar, punctuation and spelling, has been a school priority and this has resulted in rapid improvement in pupils' progress in this area.
- Disabled pupils and those who have special educational needs make good progress. They receive effective support from learning support assistants and the work set is well suited to their needs.
- The school uses additional government funding effectively to boost the progress of disadvantaged pupils. As a result, the progress made by these pupils is as good as other pupils in the school. The attainment data for Year 6 in 2014 shows disadvantaged pupils to be about six months behind their classmates in reading, 12 months behind in writing, and eight months behind in mathematics. When compared to pupils nationally, the gap was about 12 months in reading and mathematics, and eight months in writing. Over half of these pupils had special educational needs.
- The most-able pupils' attainment is good at both the expected and higher levels for reading, writing and mathematics. These pupils make good progress during Key Stage 2.

The early years provision

is outstanding

- The early years provision is outstanding. In the Nursery class, children make excellent progress from their different starting points. They make especially strong progress in their first term in personal development, speaking and listening because teachers recognise these to be areas that are below those typical for their age.
- Staff are very well informed about each child's skills and knowledge, and so children of all abilities including the most able, are well provided for. Children's attainment and progress are carefully checked and recorded. Detailed assessment folders for each child, with photographs and annotations of their learning, are used extremely well to plan the next steps for children. The accuracy of the school's assessments have been ratified by external moderation.
- Data for the end of the Reception Year shows that the attainment of the children was above the national average. Over half the children exceeded the expected level of development. Phonics is taught very effectively in ability groups. This ensures that the children are very well prepared for Year 1.
- Adults create a positive, caring and calm environment which enables the children to feel safe, grow in confidence and relate extremely well with each other and adults. Behaviour is outstanding.
- The new early years leader has built on the previous good practice and brought about further

improvements. Her leadership is very strong and she works well with her colleagues to provide children with interesting activities that result in outstanding progress. She and her team have created an outstanding learning environment for the children, both in the classroom and outdoors.

- Relationships with parents are excellent. The transition into school is carefully managed. This enables the children to become confident, active learners very quickly. As one parent put it, 'I am blown away by the amount of learning done in six weeks.' Other parents commented on the huge amount of progress made in speaking, writing and reading since their child started school in September.

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	122403
Local authority	Nottinghamshire
Inspection number	448542

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	389
Appropriate authority	The governing body
Chair	Wyn Jones
Headteacher	Ruth Maddison
Date of previous school inspection	20 October 2009
Telephone number	01623 486158
Fax number	01623 486146
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