

# Kibblesworth Academy

West View, Kibblesworth, Gateshead, Tyne and Wear NE11 0XP

## Inspection dates

21–22 June 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The Kibblesworth Academy motto, 'dream, believe, achieve', is alive and well at school. Teachers have high expectations of pupils and help them dream of positive futures, believe in themselves and achieve standards of which they are capable.
- The headteacher is highly effective. Together with other school leaders, he has worked successfully to improve teaching and, therefore, the outcomes of pupils.
- Since the last inspection, the standards pupils reach have improved substantially and are in line with or above national averages. This means that they are well prepared for their next stage of learning.
- The quality of teaching in mathematics and the progress pupils make in this subject are outstanding.
- Leaders' evaluation of the school's strengths and weaknesses are spot on. As a result, plans for further improvements are strong. Leaders are aware that the proportion of pupils reaching the higher standards in national tests is too low.
- Pupils benefit from good teaching at school. Teachers are particularly strong at noticing when pupils are struggling with particular concepts and changing tack as they teach, to help pupils understand. The commitment of pupils to their own learning is a striking feature of the school.
- Pupils have very positive attitudes to their learning. Their behaviour in lessons and around the building is exemplary. They are welcoming, courteous and supportive of each other. The school is a harmonious community that is friendly and welcoming.
- Pupils access a broad curriculum, which helps them to become rounded individuals and develops their resilience. The quality of planning, teaching and assessment in English and mathematics is strong. In other subjects, such as history and geography, these procedures are improving but are not yet as robust.
- Governors are effective in their challenge and support of school leaders and make a positive contribution to life at school.
- In the early years, children make good progress from their starting points. They benefit from a good standard of teaching. More-rapid progress is required for boys to reach higher standards.

## **Full report**

### **What does the school need to do to improve further?**

- Increase the level of challenge in lessons so that a greater proportion of pupils reach the higher standards in national tests.
- Further develop planning, teaching and assessment in subjects outside the core of reading, writing and mathematics.
- Ensure that boys in the early years make rapid progress so that they reach the same standards as the girls.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, whose leadership is praised by staff, parents and pupils alike, has been instrumental in ensuring that the quality of education at school has improved substantially since the last inspection. One pupil said to an inspector, 'The headteacher works his socks off to make sure we do well at school.' Inspectors saw the outcomes of these efforts.
- Ably supported by a strong senior team and effective governing body, the headteacher has placed professional development and partnership work with other schools at the heart of school improvement. As a result, teachers and other adults are increasingly confident about their own abilities and are highly effective.
- Leaders and governors know the school's strengths and weaknesses well. As a result, plans for improvement are focused in the right areas. Improvements in planning and assessment in subjects other than English and mathematics are under way. Leaders know that more pupils could reach the higher standards in national tests. Under the strategic leadership of the acting deputy headteacher, the proportion of pupils reaching the higher standards is increasing.
- Systems to check the quality of teaching are strong. These are closely linked to development programmes designed to support staff at different points in their career. Performance management of teachers and other staff is robust, and pay progression is linked to professional targets.
- Leaders have ensured that assessment systems are fit for purpose and, as a result, give detailed accounts of the progress groups of pupils are making at school in English and mathematics. This information is shared with governors, who are therefore able to challenge the school about the progress pupils are making. These systems are not yet as robust for other subjects, such as history and geography.
- The school works well with parents. A high proportion of them responded to Ofsted's online parent questionnaire, Parent View, and their responses were very positive. Parents have confidence in the school and the headteacher.
- School leaders place a high priority on transitions. During the summer term, pupils have the opportunity to visit their new classrooms and get to know their new teachers. This is well planned, so that any pupils who are concerned about this have their fears allayed. Support for Year 6 pupils moving to their secondary school is equally well planned.
- The curriculum makes a good contribution to pupils' personal development, behaviour and welfare. There are opportunities for pupils to learn about life in Britain and what it is to be an active citizen. Extra-curricular opportunities are many and varied, and pupils talked animatedly about the variety of clubs, visits and residentials that they benefit from. They listed netball, science club, Minecraft club, in addition to American football, which was a particular favourite, as they also 'got to learn about different cultures through sport'.
- The school uses the additional finances that it receives effectively. The funding to develop physical education (PE) and sports is used to increase rates of participation

and develop leadership skills among the pupils. The funding for disadvantaged pupils is having a positive impact on their progress and attainment. The school charts the different support packages offered to these pupils and tailors them to individuals. The leadership of provision for pupils who have special educational needs and/or disabilities is effective. Additional funds are used to provide support for pupils, linked to clearly defined targets according to their need.

- The local authority has provided strong support to the school in recent years. It has been effective in working with governors and school leaders in focusing on school improvement. A national leader of education has also been working with the school, and this support has been equally effective. With the passage of time, as school leaders became confident in their own abilities, this support decreased accordingly.

### **Governance of the school**

- Governance is good. Governors work positively with leaders, but also challenge them to ensure that they are doing the best for their pupils. Since the last inspection, governors have ensured that they have accurate information about the progress pupils make, how often they attend school, the performance of teachers and other staff, and the financial position of the school. As a result, their level of challenge has increased.
- Governors have reflected on their own strengths and weaknesses and have changed systems and procedures accordingly. They actively seek other members with skills that are less prevalent among existing members. As a result, the governing body is well positioned to help the school in different areas of school life, including standards of attainment, financial stewardship and issues related to safeguarding.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a culture of safeguarding at school. All policies, protocols and systems are well understood by leaders, teachers and governors. These are reviewed regularly and are in line with statutory requirements. Staff training in issues linked to safeguarding is up to date.
- Leaders bring policies to life by engaging proactively with other agencies to ensure that pupils that are more vulnerable are protected, and by highlighting issues of safety in lessons and assemblies with pupils. Key information is shared with parents about what to do if they have a concern.
- School leaders have a 'watch list' of pupils that they are concerned about for any reason, whether this be academic or pastoral. The school is proactive in checking the well-being of pupils in its care.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching across the school has improved significantly since the last inspection. The quality of teaching is good across the school and helps pupils make good progress. Some very high-quality practice was observed during the inspection.

- One striking aspect of teaching at the school is the extent to which teachers observe the pace of learning and shape lessons and planning accordingly. Teachers are skilled at identifying when pupils are beginning to fall behind or do not grasp a concept. They use this assessment to plan additional support or modify next steps in planning. Some practical examples of this were seen during the inspection. One pupil who was making less strong progress in a mathematics lesson was immediately spotted by the teacher, who questioned the pupil well to develop his understanding. Another pupil was asked to explain how he solved a particular problem, and his presentation to the class was flawless.
- Teaching assistants deliver good-quality support for individuals and groups of pupils. Teachers guide them well and use them effectively to support learning. The school knows the pupils as individuals, and programmes to help pupils who have special educational needs and/or disabilities are in place. Their specific needs are well addressed and, as a result, they make good progress.
- The teaching of mathematics is outstanding. Precise planning and expert delivery of lessons are leading to outstanding progress by pupils in this subject. Pupils are able to express their understanding of concepts and explain their reasoning when engaging with a problem. Teachers' expectations of pupils are high.
- Reading, including phonics (letters and the sounds they represent), is taught well throughout the school. Pupils say that they enjoy reading. Pupils read with proficiency and understand the texts that they are reading. The books chosen by them, guided by teachers, are at a level which matches their ability and pushes them on. They use a variety of techniques to deal with words or phrases that are unknown to them, as a result of these skills being well taught at school.
- The teaching of writing is good. Pupils write regularly and in a variety of topics, some of which engage all pupils well, including boys. Extended writing linked to Harry Potter and to life in Victorian times was observed during the inspection, and pupils were excited to show the inspectors what they had written.
- In other subjects, including reading and writing, fewer pupils are pushed to reach the very highest of standards of attainment in national tests. The school knows this, and plans are under way to push all pupils, including the most able, further.
- Homework is used well to further practise skills and to extend learning.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- School leaders are clear about the importance of the personal development of pupils in their care. They have developed 'respect passports' for the pupils, where pupils are rewarded for showing respect to others. Themes include developing responsibility, treating others equally, celebrating diversity and developing skills such as resilience.
- Leaders plan strategically for opportunities for pupils to stay healthy. As part of the focus on PE, the 'sports crew' not only help staff increase opportunities for sport, the programme helps pupils develop leadership skills such as being in charge of

equipment, researching and producing promotional materials. The programme also identifies pupils who are not as active as others and encourages them to get involved.

- Pupils are confident in expressing their views and there are many opportunities for them to do so. The school's work in lessons and assemblies is preparing them well to take their place in modern Britain.
- Pupils are clear about what constitutes bullying and said that it is infrequent. School records confirm this view. Pupils know that the school does not tolerate bullying and are confident that teachers take effective action if it does occur.
- Pupils told inspectors that they feel safe at school. They understand how to keep themselves safe, for example when using technology and using the internet. Pupils spoke of recent assemblies on 'stranger danger' and information about how to cross the road safely when using the field for PE, and about recent cycling proficiency opportunities.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils conduct themselves impeccably around the school, moving quietly, safely and quickly to and from class. They play well together at break and lunchtimes, and some have additional responsibilities to ensure that others have people to play with.
- In class, behaviour is outstanding. Pupils are excited to learn, and cooperate well with each other, their teachers and other adults. Their attitude to their studies is helping them make at least good progress. When it is time to get to work in pairs or on a problem, they do so immediately and with their full attention. Their levels of concentration and resilience are high. Teachers have been focusing on developing resilience both to schoolwork and as a personality trait, and the fruits of this can be seen.
- The school is a calm, orderly environment, and is litter- and graffiti-free. Interesting displays of themes and topics and of pupils' work are well respected by other pupils.
- Rates of attendance have improved considerably, both due to the tenacity of staff and leaders in following up any absences and also because pupils enjoy coming to school. Rates of attendance are well above the national average. All groups of pupils, including those who are disadvantaged, are attending school more regularly. The proportion of pupils who are persistently absent is very low compared to national figures. Pupils enjoy getting 'hound pounds' for good attendance, which are then spent at the attendance shop at the end of term.
- Pupils are committed to learning. Many Year 6 pupils apply to become mentors for younger pupils in Year 2 and help them with their learning. This is an excellent example of the ethos evident at school, one that cares for others and focuses on the development of others.
- Pupils say that behaviour is excellent. Parents have very positive views about behaviour also. Inspectors judge behaviour to be a strong feature of the school.

## Outcomes for pupils

Good

- Since the last inspection, the progress pupils make and the standards they reach have increased substantially. Their rates of progress continue to improve.
- In 2016, Year 6 pupils made good progress from their starting points in reading and writing, and outstanding progress in mathematics. The proportion reaching the standards expected of them was higher than national averages. An increasing proportion of pupils reach the standards expected of them by the end of Year 2. In 2016, their performance was above national averages in reading, writing and mathematics. Inspection evidence confirms that the progress pupils are making continues to improve across the school and that provision in mathematics is outstanding.
- An increasing proportion of pupils reach the expected standard in the Year 1 phonics screening check. The progress pupils make in phonics is good due to well-planned and strong teaching.
- Inspectors agree with school leaders that a greater proportion of pupils should reach the higher standards in national tests, and that subjects outside the core of reading, writing and mathematics need further focus to ensure that pupils develop their knowledge, skills and understanding in these subjects more. Nonetheless, the teaching of PE and computing is particularly strong, which is leading to high levels of achievement.
- The most able students make good progress, but on occasion the work they are given could provide even greater levels of challenge.
- The progress of disadvantaged pupils has strengthened over time and is good. The use of additional funds for staffing and specific programmes for these pupils has led to an improvement in the progress they make and the standards they reach across all year groups.
- Those pupils who have special educational needs and/or disabilities make good progress from their starting points. Their needs are well met by ensuring that individual targets are stretching and relevant to the individual needs.
- In some year groups, there is a difference in the standards that boys reach compared with those that the girls reach. The school is aware of this and ensures that topics engage all pupils, including the boys. Across their time at school, these differences disappear so that when pupils leave school in Year 6 there is no difference in the rates of progress between boys and girls from their starting points, and any differences in standards being reached are diminishing.
- The standards that pupils attain in spelling, punctuation and grammar are well above national averages by the end of Year 6.
- Pupils are well prepared for the next stages in their education because of the standards they achieve and the outstanding personal and social development they receive. Their spiritual, moral, social and cultural development is strong and gives them an awareness of diversity and equality in modern Britain.

## Early years provision

Good

- The quality of teaching in the early years and the standards children reach by the end of Reception have improved markedly since the last inspection. The percentage of children reaching a good level of development is increasing year-on-year.
- Children are safe and happy because of the secure procedures that exist in the early years provision. Relationships are strong and lead to children settling quickly. Children benefit from good teaching and strong leadership in early years.
- Early years leaders have worked hard to ensure that all staff work together and help each other. Teamwork is at the heart of early years. There have been major changes in staffing, but teaching assistants, teachers and leaders work hand in hand to ensure that early years is safe, fun and highly effective.
- Most children enter the provision with skills that are typical for their age. Some arrive with literacy and numeracy skills that are below that which would be typical for their age. Good teaching ensures that, across the provision, children make good progress from their starting points. They develop their skills in reading, writing and mathematics. Children leave Reception ready to continue their learning in Year 1. An above-average proportion of them reach a good level of development.
- Leadership is strong. Leaders track the progress that children are making well and ensure that teaching and activities that are planned match the abilities and interests of the children. Teaching is checked regularly, and assessment procedures are accurate and robust.
- Leaders know that the standards that some boys reach are lower than those of the girls and require further improvement. Plans are in place to ensure that boys make rapid progress so that they reach the same level of attainment as the girls.
- Children in early years are enthusiastic to learn and have a sense of awe and wonder at the world around them. They are interested in each other and are polite and courteous. They are beginning to work together, and inspectors saw cooperative learning taking place between the children.
- Staff in early years ensure that teaching and activities spark the interest of the children. Children are happy and enjoy their time at school.



## School details

Unique reference number	138211
Local authority	Gateshead
Inspection number	10031954

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	Academy trust
Chair	Tim Rutter
Headteacher	Craig Steel
Telephone number	0191 410 2975
Website	<a href="http://www.kibblesworthacademy.org.uk/">www.kibblesworthacademy.org.uk/</a>
Email address	<a href="mailto:kenetherington@kibblesworthacademy.org.uk">kenetherington@kibblesworthacademy.org.uk</a>
Date of previous inspection	24–25 June 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This is a smaller than average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is average.
- The proportion of pupils who have support for their special educational needs and/or disabilities is above average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is well below average.

- The proportion of pupils from minority ethnic groups is below average.
- There have been changes in teaching staff since the last inspection. A new headteacher has been appointed and an acting deputy headteacher is in position.
- The school has been supported by a national leader of education based in St Aidan's Church of England Primary School in Gateshead.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in lessons and groups of pupils working. One of the inspectors observed learning jointly with the headteacher.
- Inspectors observed pupils when moving around the school and at social times.
- Inspectors talked to pupils in lessons about their experience at school and looked at work in their books. They talked to a specific group of pupils to glean their views about the school, about the behaviour of pupils and about the quality of teaching.
- Inspectors held meetings with members of the governing body and school staff, including senior and middle leaders. An inspector spoke to a representative from the local authority.
- Inspectors took account of the 17 responses to the online pupil questionnaire and the 104 responses to Ofsted's online parent questionnaire, Parent View.
- Inspectors observed the school's work and scrutinised a range of documentation, including the school's view of its own performance; monitoring records; information about pupils' progress; improvement planning and records of behaviour and attendance. They looked closely at records relating to safeguarding and child protection and at policies, including those published on the school's website.
- A range of other evidence, including displays, the school website and evidence representing the school's wider achievements beyond the classroom, was also considered.

## Inspection team

Michael Wardle, lead inspector

Ofsted Inspector

Colin Lofthouse

Ofsted Inspector

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