

Keldmarsh Primary School

Woodmansey Mile, Beverley HU17 8FF

Inspection dates

3–4 October 2017

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

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher and deputy headteacher have an exceptionally strong vision for the future of the school which is shared by staff and governors.
- Senior leaders are ambitious and they constantly strive to ensure that the school provides the very best for pupils and their parents. Leaders' focused approach includes carrying out regular checks on the quality of teaching and learning. This has led to a year-on-year improvement to pupils' outcomes.
- Governors wholeheartedly back senior leaders in their quest to make the school the best it can be. The very regular visits governors make to the school and the introduction of governing body training days have enabled governors to develop a very clear insight into the school's strengths and areas in need of improvement.
- Children join the Reception class with skills and knowledge broadly typical for their age. Because of the very close working partnership with local nurseries, children nearly always settle into school routines quickly.
- Teachers and teaching assistants work very closely together as a team. They plan work which meets the needs of pupils well. As a result, pupils often make exceptional progress across the curriculum.
- Disadvantaged pupils make excellent progress from a range of starting points. This is because of leaders' astute use of pupil premium funding, which includes employing a teacher who works with each individual child regularly to ensure that they make the best progress possible.
- Pupils' highly caring attitudes are evident in the exceptionally polite way they greet visitors to the school. Several spoken to were new to the school and were keen to tell inspectors how quickly they had settled into school. A comment made by one child summed up the feelings of others: 'This school is the best ever.'
- Pupils' behaviour is exemplary. Learning is almost never interrupted by incidents of difficult behaviour.
- Pupils say they feel safe in school and that staff teach them to stay safe in a variety of different ways. These include road safety training and 'bikeability' training, as well as e-safety training delivered through information technology lessons.
- Pupils make excellent progress in mathematics and English. They make slightly less strong progress in science. This is because pupils do not always have sufficient opportunity to carry out meaningful scientific investigations.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes in science by increasing opportunities for pupils to develop the skills and knowledge required to carry out successful scientific investigations.

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Inspection judgements

Effectiveness of leadership and management

Outstanding

- The very close teamwork carried out by the headteacher and deputy headteacher has enabled the school to move forward at a very fast pace since the previous inspection. Senior leaders have a crystal clear understanding of the needs of the school. This is evidenced in the accuracy of leaders' self-evaluation and targets set for future improvement.
- Senior leaders have a relentless focus on improvement. This vision is shared by middle leaders and members of staff, who work exceptionally hard to ensure that the needs of pupils are met across the school.
- Leadership tasks are shared effectively between senior and middle leaders. This style of leadership has strengthened leadership overall. For example, middle leaders play a very active part in monitoring and evaluating the quality of learning in their subject areas and key stages. This strategy has played a crucial role in accelerating the rate of improvement across the school.
- Staff describe working at the school as 'being part of a family'. They feel that senior leaders are very approachable and take into account their welfare needs as well as the needs of the school. For example, staff appreciate being able to remain at home during planning preparation and assessment time. Staff feel that this enables them to give their best and to feel appreciated.
- The quality of teaching, learning and assessment has improved since the previous inspection. This is due in part to the very high expectations of leaders which are reflected in the quality of the checks on teaching carried out across the school. It is also due to the willingness and passion of staff to keep on improving their own practice in order to do the best for pupils throughout the school.
- The continuous improvement in the quality of teaching and learning has been clearly reflected in the year-on-year rise in the standards reached by pupils across the school. In 2016, the standards reached by pupils in national tests at the end of Year 2 and Year 6 were significantly higher than those achieved nationally. School data suggests that, in 2017, this rise in standards has been sustained and bettered, particularly in reading. This represents outstanding progress overall.
- All staff in the school have their performance measured through the annual performance management system. The system for teachers and teaching assistants is closely linked to targets identified in the school's development plan and in pupils' targets. Senior and middle leaders share the task of evaluating the performance of other staff members. This well-organised system has played a major part in the improvement in the quality of teaching and learning by rewarding staff for improvements in their performance.
- The progress pupils make is very closely checked by senior leaders. A recently introduced system for assessing pupils' progress across the curriculum has enabled staff to have a very accurate overview of the progress of individual pupils. This is used, alongside classroom observations, to very carefully pinpoint when a pupil has not

understood a concept. This information enables staff to put extra help in place, often on the same day, ensuring that pupils do not get left behind.

- Pupils spoken to by inspectors described learning as 'often hard but always fun'. Their views are largely the result of the imaginative and engaging curriculum provided by the school. School leaders are passionate about making sure that the curriculum is engaging in all areas of the school, and they meticulously ensure that opportunities for pupils to deepen their knowledge further are in place in all subject areas.
- The curriculum is further enhanced by a range of different visits away from school and visitors to school. Year 6 pupils excitedly recalled their experiences on a recent residential trip to an outdoor pursuits centre. They enthusiastically described all the new experiences they had had and the new skills they had learned. They made comments such as: 'I was scared to start with, but once I started to climb, I knew I could do it.' Experiences like these help to develop pupils' spiritual, moral, social and cultural understanding.
- The school's creative use of pupil premium funding has ensured that disadvantaged pupils make excellent progress overall. One teacher has responsibility for the progress of this group. She meticulously tracks disadvantaged pupils' progress and provides bespoke one-to-one support when needed.
- The school receives funding for pupils who have special educational needs and/or disabilities. The excellent work of the inclusion manager ensures that pupils within this group are exceptionally well supported and expectations of their progress are no less rigorous than those of others in the school. School records show that they make excellent progress over time.
- The school uses the primary physical education (PE) and sport premium funding it receives to develop pupils' interest in sport and to train staff to improve the quality of PE across the school. Evidence to support the success of these actions can clearly be seen in the range of different sporting activities available and the enthusiastic participation of pupils.

Governance of the school

- School governors are exceptionally enthusiastic about their role and are very keen to ensure that they have the relevant skills and knowledge to undertake their role well. As a result, they have developed an exceptionally effective model of whole-day training opportunities for all governors. These sessions involve governors spending a day in school learning about a particular aspect of the school's development and its relevance to governance.
- The governing body has also successfully recruited new members with a wide range of different knowledge and skills. For example, the school's previous school improvement partner is now a governor. Her knowledge and understanding are now being used to excellent effect to support and challenge senior leaders.
- In order to bring about further improvement, individual governors have now been allocated to different areas in the school development plan. This makes sure that they are clearly focused on ensuring that the school continues to move forward at a fast pace.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding pupils is a key priority for all members of staff who work in the school. Regular training has ensured that all are very clear about their roles and responsibilities and current legislation.
- New staff starting at the school receive comprehensive training on safeguarding on arrival and say they are made to feel confident of safeguarding systems before starting work.
- Staff know pupils and their families well. Senior leaders' open-door policy is much appreciated by many families.
- The headteacher takes a lead in safeguarding and has put in place a clear and logical system for referrals which enables staff to share their concerns quickly. Records show that the school has developed close working partnerships with other professionals which have successfully supported pupils and their families.

Quality of teaching, learning and assessment

Outstanding

- Staff are passionate about doing the very best for all pupils in their care. This is reflected in their high expectations of what all pupils can achieve in the time available. This characterises learning across the school.
- Teachers have excellent subject knowledge and a very clear understanding of the curriculum. The effectiveness with which they teach the different aspects of the curriculum can clearly be seen in the outstanding progress in pupils' books.
- Many opportunities to deepen pupils' understanding of mathematical concepts are offered to all year groups. Opportunities to practise mathematical skills are replicated in other subjects as well. This has enabled pupils to develop excellent skills and understanding.
- An example of this could clearly be seen by inspectors when older pupils were attempting a mastery question which included solving a tricky numerical problem. Every pupil was absorbed and concentrating on solving the problem. Tension heightened when the mistake in the answer book was uncovered. So absorbed were they in finding the answer, many pupils did not notice the bell ringing to indicate breaktime. Several minutes into breaktime, a correct answer was calculated. Pupils' exuberance was clearly evident. Opportunities like this clearly demonstrate the outstanding quality of teaching and learning across the school as well as pupils' outstanding attitudes to learning.
- Pupils across the school enjoy reading. The well-stocked library is used frequently by pupils of all ages. Older pupils recognise the importance of reading and organise and run a popular book swap at lunchtimes. This enables pupils to increase the number of and type of books they can read and helps promote reading across the school.
- Staff ensure that work is very carefully planned to meet the needs of all pupils, whatever their starting points. The most able pupils are offered work with greater levels of challenge, and this enables them to progress and deepen their levels of understanding over time. For example, work in pupils' English books from last year

shows that pupils were given excellent opportunities to develop their skills by writing longer pieces of work for a wide range of different occasions. Consequently, pupils practise their writing skills and develop a deeper understanding across the curriculum.

- Teaching assistants work alongside teachers and ensure that no child is left behind. They understand their role well and move around the classroom supporting pupils' learning to very good effect. Teachers and teaching assistants are skilled at asking questions which encourage pupils to think and learn independently. Classrooms are designed to enable pupils to access resources without adult help. This further contributes to pupils becoming confident learners.
- Science teaching is of a lower quality. Work in pupils' books shows that pupils make less progress overall than in English and mathematics. This is because they have too few opportunities to undertake scientific investigations which enable them to develop skills in predicting what might happen when planning an experiment.
- Every opportunity is taken to celebrate and display pupils' work. Sporting achievements are displayed and celebrated, as are examples of pupils' artwork. Pupils are justifiably proud of the large Chinese dragon created with the help of a visiting artist.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Senior leaders have created a caring ethos across the school. Pupils recognise the need to care for each other and the environment at a very early age. Through the work of the very active eco council, pupils learn how to reduce waste and care for the environment.
- As part of the senior leaders' vision 'to give our children roots and wings', each child has to choose a target, which is displayed in the school entrance hall. Many targets relate to being kind and caring. Evidence of pupils' highly caring attitudes can be seen in the polite and helpful way they behave towards visitors and each other.
- Staff ensure that the well-being of every child is a key priority. As a result, pupils whose personal development and well-being are a concern are quickly identified and are given help and support at the earliest possible opportunity.
- Pupils, staff and parents agree that the welfare and personal development of pupils are at the centre of all the school's actions. Staff are skilled and knowledgeable about individual pupils' needs and take a nurturing approach to pupils. These actions have contributed to pupils' excellent behaviour and personal development across the school.
- Pupils told inspectors that they enjoy coming to school and that staff keep them safe. They also commented on the excellent guidance given by staff through, for example, lessons on the dangers the internet can pose, and on how to keep safe both inside and outside school.
- Pupils are clear about the different forms bullying can take. They demonstrate strong knowledge of the dangers of cyber bullying and have an understanding, despite their young age, about homophobic bullying. They are also clear that bullying of all types is

wrong and what to do should it occur.

- Pupils demonstrate mature understanding and attitudes towards people who may appear different. For example, when asked by a member of the inspection team about how they would react to a boy who came to school wearing a dress, their immediate reaction was, 'We would just ask him his name like anyone else.'

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour, both inside and outside the classroom, is almost always impeccable. They show exceptionally polite and caring attitudes to each other, staff and visitors. Members of the inspection team commented on pupils' polite and well-mannered approach, which was clearly evident in corridors and classrooms across the school.
- Pupils, staff and parents all agree that pupils' behaviour has improved over the last two years. This is also clearly evidenced in the school's behaviour logs. Pupils nearly always learn from a young age to regulate their own behaviour and to develop tolerant and kind attitudes towards others.
- Attendance is above the national average and has remained so for the last three years. Pupils say they love to learn and this is borne out in their high levels of attendance and punctual arrival at the start of the school day.

Outcomes for pupils

Outstanding

- Pupils in all year groups in key stages 1 and 2 make excellent progress across the curriculum, including in reading, writing and mathematics. Despite the larger number of boys in some classes, boys and girls make similar progress overall. This is because staff work exceptionally hard to ensure that the curriculum meets the needs of all pupils.
- Senior leaders check the progress of all pupils individually. This enables them to discuss individual pupils' progress with staff in the regularly held progress meetings. In turn, this enables them to identify quickly pupils who are beginning to drop behind and put in place support to help them catch up.
- At the end of Year 1 in 2016, an equal proportion of pupils passed the phonics screening check as did so nationally. Last year's school data suggests a higher standard has been achieved overall. Current pupils are on track to make similar gains in acquiring phonics skills and using those skills in reading.
- Key stage 1 pupils made very strong progress in 2016 in reading, writing and mathematics by exceeding national expectations at both expected and greater depth levels. Last year's school data shows that pupils' attainment dipped a little in comparison to previous outcomes. However, this year, pupils are currently on course to exceed 2016 standards overall.
- In 2016, key stage 2 pupils exceeded national expectations in reading, writing, mathematics, and grammar, punctuation and spelling. School data shows that last year's Year 6 pupils made even greater gains overall.

- Disadvantaged pupils make excellent progress because their needs are particularly well supported by the school's astute use of the pupil premium funding.
- Pupils who have special educational needs and/or disabilities are very well supported and the school regularly checks their progress. As a result, they make excellent progress from their individual starting points.
- Most-able pupils make excellent progress, in line with other groups within the school.
- Pupils' progress in science is not as strong as in other subject areas. This is because they do not have sufficient opportunities to learn and practise the skills required to carry out scientific investigations. School leaders are aware of this and have planned further staff training in order to develop this area of learning more effectively.

Early years provision

Outstanding

- The vast majority of children start in the school's Reception classes with skills and knowledge similar to that which is typical for their age. They make excellent progress overall and many leave having gained a good level of development, and above, in many areas of learning.
- The early years leader and other staff work very closely as a team. They understand the needs of the children exceptionally well and provide activities which ensure that they make the maximum progress over time.
- Children transfer to the Reception class from a range of different nurseries. The early years leader works closely with nursery settings to ensure that an accurate starting point is established for each child. This cooperative working, coupled with visits undertaken by children in the previous term, ensures that staff and children know each other well before the start of the term. As a result, children settle quickly and calmly into a familiar setting.
- Activities are meticulously planned so that children's learning is focused directly on their needs and, as a result, children are very well equipped with appropriate skills and knowledge by the time they move on to Year 1.
- Welfare standards are met in all areas and safeguarding procedures and policies are in line with those used in the school.
- The unit is exceptionally well led and managed. The early years leader and nursery nurse work very closely together to provide strong leadership within the unit. The learning planned for individual children demonstrates this well. Support staff also have high levels of expertise in how to develop children's learning, which they use to excellent effect.

School details

Unique reference number	133481
Local authority	East Riding of Yorkshire
Inspection number	10032053

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Kerri Harold
Headteacher	Carol Tomkinson
Telephone number	01482 873131
Website	www.keldmarshprimaryschool.org.uk
Email address	keldmarsh.primary@eastriding.gov.uk
Date of previous inspection	11–12 April 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- Pupils who attend the school are from the town of Beverley and surrounding areas. Many of the pupils who attend are from families of White British origin.
- One new teacher has been appointed since the previous inspection.
- The proportion of disadvantaged pupils supported by the pupil premium is below the average for similar schools.
- The proportion of pupils who have special educational needs and/or disabilities is below the average for similar schools.
- The school meets the government's current floor standards for primary schools, which

are the minimum standards expected for pupils' attainment and progress by the end of Year 6.

- The school runs before- and after-school clubs in the school hall which operate five days per week.

Information about this inspection

- The inspection team observed learning in classrooms across the school. Some observations were carried out with members of the senior leadership team.
- A range of school documents, including safeguarding documentation, pupil progress information and the school's curriculum planning, were analysed by the inspection team.
- Meetings were held with pupils, senior leaders, middle leaders, members of staff and members of the governing body.
- Informal meetings were held with parents at the start of the day. The inspection team took into account the feedback from parents given via Ofsted's free-text service and those who responded to Parent View, Ofsted's online survey.

Inspection team

Marian Thomas, lead inspector	Her Majesty's Inspector
Lee Haynes	Ofsted Inspector
Chris Cook	Ofsted Inspector

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