

# Kirby Hill Church of England Primary School

Kirby Hill, Boroughbridge, York, North Yorkshire YO51 9DS

## Inspection dates

23–24 January 2018

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the previous inspection, leaders have not secured sufficiently rapid improvement in the school. The progress made by pupils, in reading, writing and particularly mathematics, is variable across the school. Pupils are not achieving as well as they should.
- Teachers assess pupils' learning accurately but do not use the information to plan activities which closely match pupils' needs. Because work is often too easy, pupils, including the most able, do not make the strong progress of which they are capable. Too few Year 6 pupils exceed the expected standards for their age.
- Teachers do not have consistently high expectations of pupils' conduct in lessons. Some pupils do not demonstrate positive attitudes to learning. This hinders their progress.
- Middle leaders do not have a clear enough understanding of what is needed to improve teaching and the outcomes achieved by pupils.
- Since the last inspection, leaders, including governors, have not fully addressed inconsistencies in the quality of teaching. Consequently, the progress made by pupils is not good across the school.
- Additional funding for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is not used effectively to help these pupils to make consistently strong progress.
- The curriculum offers pupils a broad and balanced education. However, some aspects are not taught well enough. Pupils' skills in reading, writing and mathematics are not developed effectively in different subject areas.

### The school has the following strengths

- The newly appointed headteacher has a very clear understanding of the school's effectiveness. Parents and carers recognise that teaching is beginning to improve under her leadership.
- Children make good progress in the early years because of strong teaching and a well-balanced curriculum.
- The governing body has made significant changes to how it works. As a result, governors now have a clear understanding of their roles and of the school's strengths and weaknesses.
- Recent improvements to the teaching of phonics have ensured that pupils in key stage 1 are securing some early reading skills quickly.

## Full report

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

- Strengthen leadership and management, by ensuring that:
  - all staff, including middle leaders, have higher expectations of the standards of work produced by pupils
  - leaders, including middle leaders, make accurate checks on the quality of teaching and use this information to provide appropriate support to staff to help to improve their practice
  - additional funding for pupils who are disadvantaged and those who have SEN and/or disabilities is used to best effect so that pupils achieve well
  - recently appointed governors develop their skills to support and challenge school leaders.
- Improve the behaviour of pupils by ensuring that all staff have the highest expectations of pupils' conduct and attitudes to learning in lessons.
- Improve the quality of teaching, so that pupils make strong progress in reading, writing and mathematics, by making sure that:
  - all staff make effective use of assessment information to plan activities which match the needs of pupils
  - work is suitably challenging to enable pupils to reach the higher standards of attainment
  - teachers provide clear explanations for pupils when setting tasks, so that pupils know what they have to do to be successful
  - pupils use accurate spelling and punctuation in their writing
  - pupils develop the ability to infer and deduce information from the texts that they read.

An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the last inspection, leaders have not responded quickly enough to the areas identified for improvement. The quality of teaching and the achievement of pupils have not improved sufficiently. This is because leaders and teachers have not had high enough expectations of what pupils can do. Leaders have not provided teachers and middle leaders with the necessary training and support to secure better practice across the school.
- The appointment of the new headteacher in September 2017 has brought about significant changes in the school. The headteacher has a clear and accurate understanding of the school's strengths and she knows exactly what is needed to improve the school.
- The new headteacher, supported by the governing body, has addressed weaknesses in systems to manage the performance of teachers. Performance management objectives for individual teachers are now appropriate and focus on key areas that need to improve quickly in the school. Teachers and leaders recognise that this change was needed and that the new objectives have led to relevant training, effectively supporting their professional development. However, despite these improvements, the new headteacher has not had sufficient time to eliminate the variability in the standards of teaching in the school.
- Middle leaders have not received the training and support they need to ensure that they check the quality of teaching with precision. They do not routinely use information about the performance of teachers to improve teachers' practice in the classroom. As a result, the quality of teaching, particularly in reading, writing and mathematics is variable and does not enable pupils to make good progress.
- Leaders have not ensured that pupils who have SEN and/or disabilities make good progress. Pupils' needs are accurately identified and external agencies provide specialist support where necessary. However, teachers are not clear on the ways they can best support the learning of pupils who have additional needs. The quality of teaching in the school is not strong enough to help pupils overcome barriers to their learning and make good progress.
- Leaders have not addressed inconsistencies in the progress made by disadvantaged pupils. Pupils do not develop their skills as quickly as they should because the work they are given does not match their needs. Some of the additional funding to support this group of pupils is used to subsidise trips and a variety of experiences so that disadvantaged pupils, along with their peers, are well prepared for life in modern Britain. However, funding is not used efficiently to enable pupils to make strong progress in all aspects of the academic curriculum.
- Historically, weaknesses in the school's assessment systems meant that leaders were unable to anticipate fluctuations in the achievement of pupils. The newly appointed headteacher has taken swift action to develop this area so that leaders now have accurate information on how well pupils are learning. Now, where pupils underachieve, this is identified quickly and extra support is provided. This new approach has resulted

in some improvements to the quality of teaching since September 2017.

- The curriculum is broad and balanced and supports pupils' understanding of the wider world and their preparation for life in modern Britain. For example, during the inspection, visitors brought in a 'rock pool', complete with creatures, for pupils to study as part of their topic on sea life and habitats. Pupils questioned the visitors well, demonstrating their enthusiasm for the topic. Pupils also considered the impact of pollution on marine life and the part that they themselves can play in reducing pollution.
- Leaders have ensured that pupils embody important values, such as respect, tolerance and kindness. Pupils learn about different faiths and cultures and this helps them to recognise similarities and differences between their own beliefs, and those of others. Pupils are excited to learn about life beyond their own everyday experiences and their spiritual, moral, social and cultural awareness is developed well.
- Leaders have ensured that pupils experience a wide range of subjects and access suitable extra-curricular opportunities. However, leaders have not ensured that the curriculum supports pupils to develop their skills in reading, writing and mathematics effectively.
- Leaders engage well with parents. Parents are very conscious of the recent improvements being made. They report that the new headteacher has made 'brave and admirable' decisions to tackle underperformance and they are pleased about this. They believe that their children have been, and remain, safe and happy at school. They are now confident that teaching is improving and they feel well informed about how well their children are achieving at school.
- The sports premium is used effectively to support higher levels of participation by pupils in a broader range of sports in school. This is evident in the new equipment for pupils to use at breaktime and lunchtime, as well as the increased opportunities to get involved in local competitions.
- The support from the local authority since the previous full inspection has not secured sufficiently rapid and sustained improvement in the school. However, more recently, the local authority has supported governors with the successful appointment of the new headteacher. The local authority has also worked effectively with newly appointed governors to ensure that they understand their role and are well trained to support the school.

## **Governance of the school**

- Most governors are new to the governing body; many have started in the past six to 12 months. Governors are dedicated and committed to doing their best for the school. They have taken on board the recommendations of the review of governance which followed the last inspection.
- Governors have undertaken an audit of their skills and competencies and worked hard to fill any gaps through the recruitment of new governors. They have supported the new headteacher well and recognise the importance of the changes she has made. They now challenge the work of leaders to ensure that it is having a positive effect on pupils' achievement. Where the school's work does not secure the desired outcome,

governors challenge leaders to identify plans for improvement and measure the impact of this work.

- Governors are visible around school and this helps them to verify the accuracy of reports from leaders in school. They also use the support of external advisors to validate leaders' assertions about the quality of education provided.
- Governors recognise that additional funding has not had sufficient effect on improving the outcomes achieved by groups of vulnerable pupils. Since the beginning of the academic year, they have supported the headteacher in her improvements to the appraisal system to ensure that staff, including leaders, are now accountable for their work in these and other areas.

## Safeguarding

- The arrangements for safeguarding are effective. Records of the checks made on staff's qualifications, and suitability to work with children are up to date and thorough. Governors also check records on a regular basis.
- Staff are trained appropriately. This ensures that they all know the role they play in ensuring pupils are safe and what to do if a pupil's safety is at risk.
- The school also works with various external agencies to ensure that, where specialist support is required, or where a safeguarding concern is raised, staff respond quickly and effectively to keep pupils safe.
- Parents and pupils are given helpful information to keep pupils safe. There is information on the school's website to this effect and opportunities for parents or pupils to talk to members of staff if they wish to share a concern.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching is variable and has not improved sufficiently since the previous inspection. Some teachers do not have high enough expectations of pupils and plan activities which do not match pupils' needs closely. Consequently, too many pupils, including the most able, disadvantaged pupils, and those who have SEN and/or disabilities, do not achieve as well as they can in reading, writing and mathematics.
- Teaching does not engage pupils' interest sufficiently well. Too often this is because activities are not sufficiently challenging. The clarity of teachers' explanations of what pupils need to do is variable across the school. As a result, in some classes, pupils do not concentrate well on what they are learning and distract others from their work.
- Teachers' assessment of pupils' knowledge, understanding and skills is now accurate. This has ensured that teachers have a better understanding of what pupils can do and where adults can further support or challenge them. In some areas of the school, this information is used well and is resulting in strong progress for pupils. However, these approaches are not fully embedded to ensure that pupils make good progress in all subjects.
- Despite strong achievement in phonics historically in the school, a decline in the quality of provision in 2016/17 led to a dip in the outcomes achieved by pupils in Year 1.

Following this dip in pupils' outcomes in phonics, leaders have secured improvements to the quality of teaching of phonics in key stage 1. Pupils in key stage 1 are now making strong gains in their phonics knowledge.

- The quality of teaching of writing over time is variable across the school. In key stage 2, pupils are not challenged to use correct spelling and punctuation in their work. Too few pupils are making strong progress from their secure starting points to reach and exceed the expected standard for their age by the end of Year 6.
- Pupils are passionate about reading and can talk with confidence about the genres and authors they enjoy. Pupils read aloud with confidence. However, the teaching of more advanced reading skills, such as pupils' ability to infer and deduce information from what they have read, is not as strong. This limits the progress pupils make in their reading.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe, report that they feel safe and can explain why this is. Bullying is rare. At times, pupils fall out with their friends. The school takes these matters seriously and helps pupils resolve their conflicts so that issues do not persist and so that pupils feel confident to report any concerns they have.
- Pupils know how to keep themselves safe in various situations, including when using the internet. Parents are kept well informed on the issue of online safety so that they can protect their children at home and know what to do to report a concern.
- Pupils understand what they need to do to stay fit and healthy. They access various sports. In physical education (PE) lessons, they learn what foods they should eat and how often they should be physically active.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' conduct in lessons is variable. While many pupils behave very well, a small minority do not demonstrate positive attitudes to learning. Pupils become disinterested when work is not engaging or challenging enough. Some pupils do not demonstrate an eagerness to work hard or to do their best. They fail to take pride in completing tasks or presenting work well.
- Pupils' conduct around school, for example in the playground at breaktimes or during assembly, is good.
- Pupils' attendance is high and is consistently above the national average. This is the case for different groups of pupils, including disadvantaged pupils and pupils who have SEN and/or disabilities. In addition, very few pupils are persistently absent.

## Outcomes for pupils

## Requires improvement

- The progress made by pupils during their time at the school, in reading, writing and particularly in mathematics, is variable. For example, in 2017, pupils' progress in mathematics by the end of Year 6 was significantly below the average found nationally.
- The school's assessment information and work in pupils' books show that current pupils' progress in reading, writing and mathematics is variable across year groups.
- Pupils' attainment, in reading, writing and mathematics, by the end of Year 2 generally compares well with the averages found nationally.
- Pupils' outcomes in the Year 1 phonics screening check dipped in 2017 from previously being above the averages found nationally. Leaders have addressed this promptly and progress in phonics for current pupils is good.
- In 2017, the proportion of pupils reaching the expected standards of attainment in reading, writing and mathematics was below the averages found nationally. Consequently, not enough pupils were well prepared for starting secondary school.
- Similarly, too few pupils exceed the expected standard for their age in reading, writing and mathematics by the end of Year 6. This is because teaching is not effective in challenging pupils to work at greater depth. Pupils, especially the most able, spend too long on work that is too easy for them.
- Progress for some lower-attaining disadvantaged pupils who need to catch up to their peers and for pupils who have SEN and/or disabilities, is not good. Teachers do not plan work that is well matched to their needs.

## Early years provision

## Good

- Children make good progress over time in a range of areas of learning because good teaching supports them well to build on their existing skills and knowledge. Despite a slight dip in the outcomes achieved at the end of the Reception Year in 2017, the current children are making good progress.
- Over the past three years, the proportion of children achieving a good level of development has usually been above the average found nationally. Consequently, the majority of children are well prepared to start Year 1.
- While the proportion of children making rapid progress to achieve beyond the expected standard for their age is increasing, this is not consistent across the different areas of learning. Leaders have an accurate view of the quality of provision. They have correctly prioritised the need to ensure that more children are challenged to exceed the early learning goals which are typical for their age.
- Teaching is good in both Nursery and Reception years. Children often learn together and choose their own tasks, but teachers and other adults are skilful in pushing and supporting individual children according to their needs, so that they can achieve well.
- Leaders have ensured an accurate and robust assessment system is in place. Children's development is regularly checked and this information is used to inform next steps in their learning. Adults take care in setting up the classrooms and outdoor areas with the

right resources to build on children's skills and to enable them to make good progress.

- There are well-established routines in the provision, which children understand and follow. For example, they know the signals which indicate they should stop working and tidy up their area. Such routines ensure that learning time is not wasted.
- Leaders engage well with parents. Parents are kept informed about their child's progress and development. Parents are encouraged to report their own observations of their child's development outside of school. Staff use this information to gain a complete picture of what children can do. Families report that they feel well supported by staff and that children settle into school quickly.
- Safeguarding in the early years is effective and the statutory welfare requirements are in place and met appropriately.



## School details

Unique reference number	121504
Local authority	North Yorkshire
Inspection number	10042168

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	Local authority
Chair	Matthew Evans
Headteacher	Emma Lowe
Telephone number	01423 322 713
Website	<a href="http://www.kirbyhillprimary.org.uk">www.kirbyhillprimary.org.uk</a>
Email address	<a href="mailto:admin@kirbyhill.n-yorks.sch.uk">admin@kirbyhill.n-yorks.sch.uk</a>
Date of previous inspection	23–24 February 2016

## Information about this school

- This is a smaller than average-sized primary school.
- The majority of pupils are White British. The proportion of pupils who are from minority ethnic groups or who speak English as an additional language is well below average.
- A lower than average proportion of pupils is disadvantaged.
- The proportion of pupils who have SEN and/or disabilities is above average. The proportion of pupils who have an education, health and care plan is above average.
- Pupils start in the school in Nursery on a part-time basis and then move into Reception on a full-time basis.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- The school has received support from the local authority.
- A new headteacher joined the school in September 2017. In the past 12 months, a

number of new governors have joined the governing body.

## Information about this inspection

- The inspector observed teaching and learning in a range of lessons and scrutinised work in some pupils' books.
- The inspector observed and spoke with pupils during lessons and at breaktime. She also met formally with three groups of pupils from Year 2 to Year 6.
- The inspector listened to pupils from Year 2 and Year 6 reading.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority. The inspector also analysed reports from the local authority and the diocese.
- The inspector scrutinised a range of documents, including the school's arrangements for safeguarding, performance management procedures, and pupils' behaviour and attendance data. She also looked at information about pupils' progress and attainment.
- The inspector considered the views of parents through the 25 responses to Ofsted's online questionnaire, Parent View, as well as from speaking to some parents when they brought their children to school.

## Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

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