

Inspection of a good school: Kirklevington Primary School

Forest Lane, Kirklevington, Yarm, North Yorkshire TS15 9LX

Inspection date: 18 October 2022

Outcome

Kirklevington Primary School continues to be a good school.

What is it like to attend this school?

Leaders are ambitious for every pupil at school. They have high expectations of pupils' behaviour and learning. Pupils respond keenly. Their behaviour and attitudes to learning are admirable. The values of 'ready, respectful and safe' are well established.

Parents and carers and pupils are positive about school, making comments such as, 'Our school is a nice, kind environment.' Pupils say that there is very little bullying or unkind name-calling. When disagreements happen, pupils say that teachers sort these out quickly. As a result, pupils feel safe.

Staff teach children to be caring as soon as they start school. Children in early years are encouraged to take turns and share. They learn how to play kindly with others. The positive ethos is evident in the strong relationships that pupils have with their teachers and classmates.

Pupils have many opportunities to take part in sports and outdoor activities. They enjoy the wide range of after-school clubs, such as those for dance, gymnastics and football. Leaders plan opportunities for pupils to take on roles that help them to develop as active citizens. These range from pupil parliament members to sports leaders. They enjoy parliament events and taking on extra responsibilities as lunchtime buddies. Older pupils enjoy supporting younger pupils during lunchtime. For example, they help them to choose food and put away their plates.

What does the school do well and what does it need to do better?

The school has experienced a period of instability in leadership in recent years. The new head of school has developed leaders who have put in place a more ambitious curriculum for all pupils. This is effective and leading to further improvements.

Despite the challenges that the COVID-19 pandemic has presented, the pace of change continues to be rapid. The reading, mathematics and science curriculums now have the important knowledge that pupils need to learn over time. Pupils learn well in these

subjects, including those pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. All staff speak highly of the way leaders have managed this period of change while having regard for the workload pressures on them.

Leaders provide high-quality, subject-specific training for staff. Subject leaders are knowledgeable. They support other teachers in adapting their teaching and using resources. Teachers' subject knowledge and confidence have developed well.

Reading is a high priority for leaders. Every day, there is time for pupils to read a book. Pupils enjoy the high-quality books on offer. Staff receive regular training to help them to deliver effective reading lessons. As a result, children in early years and pupils in key stage 1 get off to a good start in learning to read. Teachers ensure that pupils have books that match the sounds they already know. This helps them to develop confidence and fluency in reading.

Teachers quickly identify gaps in pupils' reading knowledge. Those pupils who require additional help to read receive the support they need. Leaders ensure that pupils with SEND, for example, access support through a small group or spend time with an adult. This helps them achieve well.

The mathematics curriculum builds on what pupils have previously learned. In early years, teachers introduce children to mathematical language straightaway. Regular practice and time to recap previous knowledge help pupils to remember what they are learning. This helps pupils to become skilful mathematicians. Teachers encourage pupils to explain their reasoning in mathematics lessons. Pupils are not afraid to check their mistakes. Teachers use a range of resources to clearly illustrate mathematical concepts. This helps pupils to quickly grasp new learning.

Leaders have recently introduced a new science curriculum. There is a lot of exciting learning taking place. However, the use of assessment is less developed. Leaders have not established ways to check on, and be very clear about, how well pupils understand what they have learned and what they need to learn next.

All staff are highly committed to the school's programme for pupils' personal development. The Rights Respecting School approach in school is supporting this well. The curriculum for spiritual and moral development is effective. Pupils learn about respect, tolerance, democracy and the rule of law.

The trust and governing board engage well with leaders on how they are improving the school. Staff and governors value the expertise of the executive headteacher. This is positively supporting improvements. Staff said that they are proud to work here. Partnership work in the trust is working extremely well for sharing expertise, for example in physical education and music. New teachers are benefiting from this broad range of expertise across schools.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training that enables them to identify any pupils who may need help. Leaders take suitable action when this is the case. Pupils feel confident about telling a trusted adult in school about any concerns they may have.

Safeguarding leaders work effectively with external agencies to provide support for children and families to protect those at risk of harm. Leaders ensure that appropriate checks are undertaken on adults who work in the school.

Pupils learn about safety in the curriculum, including the risks associated with roads and personal safety, as well as the dangers of using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A revised curriculum for science has been recently introduced. Leaders should ensure that assessment of key knowledge and skills helps teachers to understand where pupils are doing well and where they need support.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Kirklevington Primary School, to be good in July 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145976
Local authority	Stockton-on-Tees
Inspection number	10241361
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	147
Appropriate authority	Board of trustees
Chair of governing body	Mr Ian Robertson
Headteacher	Mrs Maria Carlton (Executive Headteacher) Mrs Joanne Lewis (Head of School)
Website	www.kirklevington.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The 1590 Trust.
- The head of school was appointed in September 2021 and a new assistant headteacher was appointed in September 2022. There is an executive headteacher who provides additional leadership.
- The school has a nursery on site for three-year-olds.
- The school has a breakfast club.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, the head of school, the chief executive of the trust and the governing board.

- The inspectors met with curriculum leaders, the leader with responsibility for provision for pupils with SEND and all teaching and support staff.
- The inspectors met with some parents and considered responses to Ofsted's questionnaire, Ofsted Parent View.
- The inspectors carried out deep dives in reading, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors examined a range of school documentation, including leaders' self-evaluation, school improvement plans and documentation relating to attendance and behaviour.
- An inspector met with the designated safeguarding lead. They considered the safeguarding policy, training records and examples of safeguarding concerns.

Inspection team

Ann Muxworthy, lead inspector

Ofsted Inspector

Mark Nugent

Ofsted Inspector

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