

Inspection of Kirk Ella St Andrew's Community Primary School

West Ella Road, Kirk Ella, Hull HU10 7QL

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Staff in school care for pupils well. Classrooms provide an ambitious learning environment that helps pupils to be successful in their learning. Pupils feel safe in school. They know who to talk to if they have concerns, and they trust adults to manage these effectively.

Leaders, including those responsible for governance, want all pupils to achieve well. The curriculum is broad and ambitious. In most subjects, this helps pupils to deepen their knowledge and understanding. As a result, pupils are well prepared for the next stage of their education.

Pupils are eager to learn, having positive attitudes to their learning in lessons. There are instances of bullying and pupils report instances of unkind behaviour. These are mostly dealt with effectively. A small number of pupils, parents and carers perceive inequality in how the behaviour policy is implemented; leaders and members of the governing body are aware of this.

Pupils are proud of their school and community. They are keen to enjoy the wide range of opportunities offered to them. There are exciting events open to all pupils; these include competitive participation in biathlons and experiences within musical theatre. One of the school's choirs will perform at a local event to mark the King's Coronation in May 2023.

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

Pupils study a broad curriculum that matches the ambitions of the national curriculum. Leaders have identified the key knowledge and vocabulary that they want pupils to learn across all subjects. This includes in early years, where there are clear expectations for how the curriculum provides the foundations for what pupils will learn next.

Leaders at Kirk Ella St Andrew's have prioritised developing pupils' love of reading. Pupils enjoy a literature-rich environment; leaders' investment in this is paying dividends. Children begin to learn the sounds that letters make as soon as they enter the Reception Year. Staff have received training to teach phonics effectively and they benefit from regular coaching opportunities. This work supports pupils to read fluently, and where required, weaker readers are well supported in catching up. Most pupils become confident, fluent readers. Pupils enjoy the books that they experience throughout the curriculum. Leaders have carefully selected these books to introduce new authors and challenging vocabulary.

Leaders have recently refreshed the school's mathematics curriculum. This is well planned, being set out so that pupils build up their understanding. Staff provide regular opportunities for pupils to recap their knowledge. Frequent checks of pupils' learning are made; staff are then quick to address misconceptions.

Leaders have empowered those with subject responsibilities to lead their subjects well. These members of staff are knowledgeable and passionate, inspiring teachers in the delivery of these subjects. Pupils experience an exceptional physical education curriculum. Here, pupils know and remember more, engaging in precise and well-planned learning activities. There is a sharp focus on the acquisition of skills which build to successful performance. Pupils delight in their participation of inter- and intra-school events and competitions. They see great success in these activities.

Leaders plan the early years curriculum well. They support and challenge children's interests in the well-thought-out environment. Children have positive attitudes to their learning; most engage well with tasks. Adults' clear focus on the personal, social and emotional development of children underpins work in this area of school. Children are well supported to look after both their minds and bodies.

Pupils have positive attitudes towards learning. A calm and purposeful atmosphere is evident in lessons. This is mostly mirrored when pupils are moving around the school. However, a number of pupils and parents expressed concerns about how the behaviour of a small minority of pupils is managed. There is uncertainty about the school's behaviour policy and how this is consistently applied. Equally, leaders' records of their work to support pupils is variable. This impacts on the quality of their evaluation of such work and the associated reporting to members of the governing body.

A comprehensive personal, social and health education curriculum is in place. This includes opportunities for pupils to explore life in modern Britain.

Staff are positive about the school's leaders and the professional support that they receive. Governors and representatives of the local authority know the school well. Governors hold a valuable breadth of skills. Governors are intent on revising the vision for quality in this school and on holding leaders to account for this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their pupils and the wider community well. Staff benefit from regular training that helps them to identify pupils at risk of harm, such as changes in their behaviour. Staff report any concerns in a timely way using systems which are well embedded. The school's safeguarding team works successfully with many external agencies to ensure that pupils and their families receive the extra support and help that they need. The school's single central register is accurate and well maintained.

Pupils know who to go to if they have a concern. They know that staff take their concerns seriously. The curriculum helps pupils to learn how to keep themselves safe, including when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Policies and processes to promote good behaviour by all pupils are not widely understood or implemented consistently. As a result, the behaviour of a small minority is not as good as leaders should expect. Both pupils and parents perceive inequality in leaders' approach. Leaders must ensure that agreed policies and approaches for managing behaviour are understood by staff, pupils and parents. They should ensure that all staff implement the school's behaviour policy consistently so that all pupils behave well and that all pupils feel safe.
- Some aspects of leaders' record-keeping are not as robust as they should be. As a result, it is difficult for leaders to evaluate the impact of their actions in supporting pupils' behavioural and safety needs. Leaders should further develop recording and monitoring systems, including the use of pupil's voice, to allow them to have an increasingly accurate view of pupils' behaviour.

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	117881
Local authority	East Riding of Yorkshire
Inspection number	10227200
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	462
Appropriate authority	The governing body
Chair of governing body	David Roberts
Headteacher	Jamie Church
Website	www.kirkellaprimaryschool.org
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- Kirk Ella St Andrew's Community Primary School is a large school in the East Riding. A change in the planned admission number means that the school is transitioning from a three-form to a two-form entry school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. 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 headteacher, the deputy headteacher and members of staff. They also spoke with representatives of the local authority, and met with six members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, music and physical education. For each deep dive,

inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.

- The inspectors looked at a range of documents, including leaders' priorities for improvement and the minutes of recent meetings of the governing body.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were considered through discussions and their responses to Ofsted's online surveys.

Inspection team

Marcus Newby, lead inspector	His Majesty's Inspector
Nicola Beaumont	His Majesty's Inspector
Shan Brough Jones	Ofsted Inspector

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