

Inspection of Kirkby and Great Broughton Church of England Voluntary Aided Primary School

Kirkby Lane, Kirkby-in-Cleveland, Stokesley, Middlesbrough TS9 7AL

Inspection dates: 4 and 5 May 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?

Kirkby and Great Broughton Church of England Voluntary Aided Primary School is an inclusive school. At the heart of the school's ethos is the desire for pupils to shine. Relationships between pupils and staff are caring and respectful. Pupils, staff, parents and carers are proud of the school. As one parent commented, this is a school 'far bigger in character than it is in size'.

Pupils believe in the importance of equality. They talk with enthusiasm about how they have learned about different faiths and cultures. Pupils understand the common features that unite people, as well as appreciating that we are all unique. They support each other in their roles as anti-bullying ambassadors and well-being warriors. Bullying is rare. When it does happen, teachers deal with it quickly.

Leaders have high expectations of pupils academically and behaviourally. Pupils understand the school rules of 'be safe, be respectful, be responsible'. This is shown in their mature and sensible attitudes to learning. Pupils are polite and well-mannered. They enjoy coming to school. This includes in the early years, where children play cooperatively with each other.

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

Leaders have designed an ambitious curriculum for all pupils. Curriculum planning begins in Reception and provides a strong foundation for future learning. Leaders have planned the knowledge and skills they want pupils to learn by the end of their studies in Year 6.

In most subjects, leaders have structured the curriculum so that it sets out concepts in a logical order that build pupils' knowledge step by step. Teachers have strong subject knowledge. In most cases, teachers select activities which enable to pupils to build their knowledge and skills. Teachers regularly check for gaps in pupils' knowledge using 'fluent in 5' and 'terrific in 10' activities. In the early years, children consolidate their learning in 'superhero challenges', reinforcing their understanding of key concepts such as capacity and counting in doubles.

Not all subjects are at the same stage of curriculum development. Leaders in some subjects in the wider curriculum, such as art and history, have not fully identified the knowledge that pupils should have learned by key points in the year. This means that some pupils do not deepen their knowledge as effectively as they should.

Staff know the pupils who attend this school well. Teachers support pupils with special educational needs and/or disabilities (SEND) so they access the full curriculum. For example, pupils with SEND use hands-on resources in mathematics lessons to help them understand key concepts.

The teaching of reading is a priority for leaders. Children start learning to read as soon as they join the school. Staff are trained to deliver the curriculum for reading

to a high standard. By the end of Year 1, most pupils have learned the phonic knowledge they need to read well. Pupils who find reading challenging are quickly identified and given the extra help and support they need to catch up. In Year 1, pupils read every day with the 'reading squad' to help them read with fluency and expression. Older pupils are enthusiastic about reading and the insight it provides. For example, one pupil described how their current reading book enabled them to reflect on gender stereotypes and equality.

Pupils are attentive in lessons. Supportive and trusting relationships help pupils to step out of their comfort zone and challenge themselves. Pupils value 'growth reward' points, which they are awarded for trying hard. They recognise the ways in which teachers help them to develop resilience and why this is important. This starts in Reception, where children are encouraged to persevere and build independence during free play.

Leaders have planned an extensive personal development curriculum. Pupils learn about relationships at an age-appropriate level. They have a comprehensive understanding of online safety, healthy lifestyles and choices. Pupils take up plentiful leadership opportunities with pride. Through the student council, anti-bullying ambassadors and well-being warriors, pupils put their learning about citizenship into action. Leaders have ensured that the curriculum is enriched by a wide variety of clubs. These support pupils in pursuing their talents and interests.

Leaders at all levels strive to do their best for pupils. Many parents commented on the open and approachable manner of leaders, which they value. Staff are very positive about the work of the school and say that leaders consider their well-being and workload well. Governors understand their roles and statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

Pupils say that they feel safe in school. They are taught how to keep themselves healthy and safe. For example, pupils learn about online safety and cyber-bullying.

Staff are vigilant and know that safeguarding is everyone's responsibility. They receive regular training so that they know how to spot and report pupils who might be at risk. Leaders record concerns and act on them, referring pupils to external agencies when needed.

Governors recognise that, on occasion, the recording and reporting of safeguarding incidents in the school's online management of information system is not as timely as it should be. On these occasions, some follow-up actions are held up.

Leaders carry out appropriate checks to ensure that adults working with pupils are suitable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of wider-curriculum subjects, such as art and history, it is not clear what pupils should have learned by key points in each year. As a result, pupils do not learn as well as they could and develop deep knowledge over time. Leaders should ensure that the curriculum in every subject sets out the precise knowledge that all pupils should know and by when.
- The recording and reporting of concerns about pupils on the online system for child protection is not as rigorous as it needs to be. This means that, although pupils and families are provided with support and help when needed, follow-up actions are sometimes delayed. Leaders, including governors, should ensure that they sharpen how they check all safeguarding incidents so that all actions and subsequent support are timely and effective.

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	121611
Local authority	North Yorkshire
Inspection number	10255669
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair of governing body	Sue Brooks
Headteacher	Emma McCormick
Website	www.kirkbyandgreatbroughtonschool.co.uk
Date of previous inspection	24 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- This is a voluntary-aided Church of England school in the Diocese of York. The last section 48 inspections for schools of a religious character took place in 2018.
- The school runs a breakfast and after-school club for pupils.

Information about this inspection

The inspector(s) 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.
- Inspectors met with the headteacher, subject leaders and the leader of the early years.

- Inspectors carried out deep dives in reading, mathematics and art. To do this, they met with subject leaders, visited lessons, looked at pupils' work, listened to pupils' read, and met with teachers and pupils.
- Inspectors also sampled curriculum planning, talked to pupils and discussed their work in geography and history.
- The lead inspector met with representatives of the governing body.
- The lead inspector also met with a representative of the local authority.
- Information about behaviour, attendance and safeguarding was scrutinised. This included the school's single central record of recruitment checks. Inspectors conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour in lessons, around the school site and at lunchtime.
- The inspection team took account of the responses to Ofsted Parent View, the pupil survey and the staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.

Inspection team

Kate Morris, lead inspector

Seconded Inspector

Melanie Maitland

Ofsted Inspector

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