

Inspection of Keeble Gateway Academy

Inspiration Way, Sowerby, Thirsk, North Yorkshire YO7 1TS

Inspection dates: 23 and 24 January 2024

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

The headteacher of this school is Beth Hope. This school is part of Elevate Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nigel Ashley, and overseen by a board of trustees, chaired by John Brear.

What is it like to attend this school?

Keeble Gateway Academy is a happy and welcoming school. The values of kindness, respect, self-belief and aspiration are central to the life of the school. Staff support pupils' emotional needs. Pupils appreciate the care and support that they receive from adults. They know that adults help them with any worries. Pupils say that one of the best things about their school is how kind staff are.

The school sets high expectations for pupils, both academically and socially. Pupils enjoy their learning in different subjects. Pupils behave well in lessons and when moving around school. They know that they have to 'be ready, be respectful and be safe'. Pupils understand and follow these rules. Pupils are safe in school.

Pupils enjoy the choice of clubs on offer. The school parliament and global change-makers carry out their roles enthusiastically. Leaders have created the 'opportunities pledge' to enhance pupils' experiences in the curriculum. Pupils show respect and are accepting of others' differences. One pupil said, 'Everyone is different in their own way.'

The majority of parents and carers are positive about the school and value the education and support their children receive. However, some parents say that the school does not always communicate well with them.

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

The school's ambitious curriculum has been carefully thought out, starting from early years. Leaders have identified the important knowledge and vocabulary that they want pupils to learn. They have sequenced the curriculum so that pupils' knowledge builds on their earlier learning. For example, in art, pupils develop their knowledge of drawing, painting and sculpture in each year group. Teachers communicate this knowledge to pupils consistently well. Teachers explain clearly what pupils need to learn in the majority of subjects. They design tasks that enable pupils to learn well. Staff check pupils' knowledge effectively using the 'keep up, not catch up' approach. In most subjects, pupils talk knowledgably about their current learning and show pride in their work. They are less confident when recalling previous learning. In a small number of subjects, pupils do not develop the breadth and depth of knowledge that they need in order to make progress. The school needs to continue to develop subject knowledge across the whole staff team and ensure that the intended curriculum is taught effectively.

The school identifies pupils with special educational needs and/or disabilities (SEND) quickly and ensures that these pupils get the additional support that they need. The school works effectively with outside agencies to help staff understand how to support pupils' specific needs. Staff make carefully considered adaptations to enable pupils with SEND to access the curriculum effectively. As a result, pupils with SEND achieve well.

The school prioritises phonics and early reading. In phonics, staff check precisely what pupils have learned. Any pupils who have fallen behind are quickly given extra practice so that they keep up with the planned programme. Well-trained staff implement the phonics programme consistently. Reading books closely match the sounds that pupils have learned. As a result, pupils learn to read with accuracy, fluency and confidence.

In the early years curriculum, there is a deliberate focus on communication and language. The carefully thought-out 'super six' texts help to develop a love of reading right from early years. Texts are repeated numerous times so that children become familiar with them. Well-embedded routines mean that children access their learning independently. They engage confidently with other children and adults. Children approach their learning enthusiastically. Staff and children have very positive relationships.

The behaviour policy is clear and understood by all. Pupils know that they are rewarded for behaving well. They value the rewards that they receive, including house points and star of the week. Leaders engage with families to manage attendance well. Pupils attend school regularly and on time.

Leaders prioritise pupils' personal development. There is a well-considered personal, social and health education programme, which is revisited throughout the week. Pupils talk enthusiastically about the experiences on offer, including forest school and a programme combining life skills with mathematics. Pupils have a secure understanding of what it means to be healthy. They understand how to manage their friendships well. Pupils enjoy taking part in community events, including regular visits to the local day centre for people with dementia and singing at the Christmas lights switch-on.

Governors and trustees have a secure knowledge of the school's strengths and next steps. The trust prioritises staff development. Staff have training opportunities that support them to teach the curriculum effectively. These include moderation and subject network groups. Staff feel well supported by leaders to manage their work and home life effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not fully embedded in all subjects. As a result, pupils do not develop a secure understanding of the essential knowledge that they need in order to make progress. The school needs to ensure that teachers have the

subject knowledge that they need so that the curriculum continues to be embedded across all subjects and pupils develop a deeper knowledge over time.

- A small number of parents have mixed views of the school. As a result, some parents, including those of pupils with SEND, do not feel that communication is effective. Engagement with parents needs to be continually improved so that they have greater confidence and trust in the school's work.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147192
Local authority	North Yorkshire
Inspection number	10297469
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	Board of trustees
Chair of trust	John Brear
CEO of trust	Nigel Ashley
Headteacher	Beth Hope (Acting Headteacher)
Website	www.keeblegatewayacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2019.
- The school is part of Elevate Multi Academy Trust.
- The acting headteacher has been in post since January 2023.
- The school uses one provider of alternative provision.
- There is a breakfast club run by the school on site.
- The school has a nursery for three- and four-year-old children.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer, the acting headteacher, the assistant headteacher and the special educational needs coordinator.
- Inspectors met with a representative from the multi-academy trust, a member of the trust board and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, around the school, and at playtime and lunchtime. Inspectors spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online questionnaires for staff and for pupils and responses to Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility. Inspectors also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

Nicola Murray

Ofsted Inspector

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024