

Inspection of an outstanding school: Keldmarsh Primary School

Woodmansey Mile, Beverley HU17 8FF

Inspection dates:

5 and 6 June 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending this community school. They are happy, polite and kind. Pupils are safe and they say that staff 'care for us'. Parents too, are overwhelmingly positive, with many describing the school as 'brilliant'.

Staff have high expectations of pupils. Pupils achieve well. Relationships between staff and pupils are strong. Disruption to learning rarely happens. Pupils know and follow the school's rainbow rules. They want their exceptional behaviour to be 'spotted'. Spotted behaviour is celebrated in classes and in assembly. Pupils take responsibility for their own behaviour. They move calmly around school and play well with their friends at social times.

The school offers a wide range of clubs and activities. These include dodgeball, judo and gardening. Pupil leaders in the 'sports crew' bring lunchtimes to life. They organise games for everyone. Everyone enjoys the fun in taking part. The older pupils support younger pupils to get involved. Whatever a pupils' sporting ability, they earn team points for their team colour. They look forward to finding out if their colour has won the weekly highest total.

Visits and visitors bring the curriculum to life. Pupils enjoy talking about their trips to the Buddhist Centre. They also enjoyed re-enacting history at Murton Park.

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

Pupils at the school study a broad and balanced curriculum. It is carefully planned and sequenced from the early years onwards. In early years, connections between different areas of learning prepare pupils well for future subjects. For example, work on homes links to settlements in history. Pupils benefit from the recap work in lessons. It helps them

to remember important knowledge. Pupils like 'casting their minds back' to previous learning. For example, Year 6 pupils link new learning on Islamic civilisations to make comparisons between different periods of history. However, the curriculum does not consistently make connections between topics and subjects. Sometimes the gap between studying some topics is too long for pupils to retain their knowledge.

The school has recently experienced changes in leadership and staffing. The school is working to develop new curriculum teams, so that new staff can be coached and mentored. Staff value the training they receive. They say that curriculum planning helps ease their workload. Those responsible for governance work closely with leaders to support their vision for continued improvement.

Children learn phonics as soon as they start in Reception. Skilled staff expertly deliver the phonics programme. Books match the sounds that pupils know. Pupils across the school have a genuine love of reading. Recent changes to guided reading lessons provide more opportunities to talk about reading. This helps the weakest readers to access more challenging texts. Parents and pupils welcome the recent changes to class libraries. Older pupils enjoy the new range of books, covering different genres and authors. They also like bringing in a new book for the library on their birthday. They think this is a healthier alternative to sweets.

New procedures to identify pupils with special educational needs and/or disabilities (SEND) are proving effective in making sure those pupils get the help that they need. Identification of pupils' specific needs is improving. Staff are aware of their responsibility for SEND pupils. However, the school agrees that for some pupils the smaller steps needed to make progress are not clear enough. Pupils with SEND are supported well in lessons. For example, in mathematics, pupils with SEND receive expert support by staff to complete the same work as their peers.

Teachers have strong subject knowledge. They ask precise questions. They model learning in small steps, so that pupils achieve well. Staff teach using a range of resources. Pupils of all ages use mathematical equipment to model their thinking and learning. This deepens mathematical understanding. For example, younger pupils use a range of mathematical equipment to show different ways of making the number 20.

Pupils' behaviour and attitudes to learning are exceptional. In lessons, they listen carefully to each other's point of view. They accept, challenge or build on ideas. Teachers model these expectations from early years onwards. Children get off to a great start in making choices in Reception. This responsibility for being a good citizen moves through school.

The school promotes pupils' personal development very well. Pupils demonstrate respect through the rainbow rules. They know about protected characteristics through a range of stories in assemblies. Pupils know about different faiths and cultures. Pupils understand how to stay safe online. They also understand how to stay safe in the local community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The way that knowledge is connected in the curriculum is not clear enough for pupils. As a result, pupils do not routinely remember and connect prior learning between subjects as effectively as they might. The school should ensure that they clarify the conceptual links across and between subjects and year groups, so that pupils make connections and remember more over time.
- Some pupils with SEND are not receiving support that is sufficiently adapted to their needs. In some cases, the smaller steps that pupils with SEND need to make are not sufficiently broken down. The school should continue to adapt and improve the provision for pupils with SEND to ensure it is meeting their needs.

Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 school to be outstanding in October 2017.

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	133481
Local authority	East Riding of Yorkshire
Inspection number	10297343
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	226
Appropriate authority	The governing body
Chair	Andrew Caley
Headteacher	Sam Hopkin
Website	www.keldmarshprimaryschool.org.uk
Dates of previous inspection	3 and 4 October 2017, under section 5 of the Education Act 2005

Information about this school

- A large number of staff are new to post since the last inspection.
- The school does not use alternative education providers.
- The school runs a breakfast club and an after-school club.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held a meeting with five representatives of the governing body, including the chair of governors.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour during discussions.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The views of parents were sought face to face, and the inspector considered the responses to Ofsted's Parent View.
- The inspector considered the views of staff from meeting with them.
- The inspector met with the special educational needs coordinator to consider the curriculum for pupils with SEND.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

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