

Inspection of a good school: Kymbrook Primary School

Kimbolton Road, Keysoe, Bedford, Bedfordshire, MK44 2HH

Inspection dates:

16 July 2024

Outcome

Kymbrook Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school and are enthusiastic about learning. They develop independence and confidence. When approaching something new, pupils are keen to get stuck in. In the early years, children have fun investigating the high-quality learning opportunities staff prepare.

Pupils speak articulately about their studies. During class discussions, they use sophisticated vocabulary. Children in the early years benefit from staff modelling mature spoken language. Those who find spoken language difficult are effectively supported to learn how to communicate clearly.

Pupils typically work hard to reach the school's high expectations. They are proud of their achievements. Their results on national tests are generally in line with national averages.

Pupils value and benefit from the positive ethos at the school. They forge strong relationships with staff and other pupils. In lessons and on the playground, pupils look out for each other. They understand the needs of others and show care for those around them. Older pupils serve as positive role models for younger pupils. On occasions when disagreements arise, pupils are well equipped to resolve issues positively. They willingly take up the many opportunities to take responsibility for the smooth running of the school, such as leading parts of whole-school assemblies.

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

Over the last two years, the school has been redesigning its curriculum. This work has ensured that the curriculum is ambitious and well-planned. Curriculum plans are organised so that staff teach knowledge in logical steps. They typically teach the curriculum well. Pupils are prepared for their next steps in education.

The school has been working to improve the way staff check what pupils know and understand. There is more work to be done. When staff check pupils' understanding, they

ensure pupils receive the support they need to take appropriate next steps in learning. However, occasionally staff do not realise when pupils are ready to learn more sophisticated concepts. When this happens, pupils do not learn as well as they could.

The school provides effective support for pupils with special educational needs and/or disabilities (SEND). Working with external agencies, leaders ensure staff have the information and training they need to plan effective learning activities for these pupils. Staff consistently follow the school's guidance and ensure these pupils learn the curriculum well.

Pupils are keen and capable readers. Children in the early years learn the basic letters and sounds needed to start reading. In key stage 1, pupils become fluent readers and are ready for the challenges of the key stage 2 curriculum. When pupils find reading difficult, staff provide the necessary support so that these pupils do not fall behind. The school ensures that pupils read a range of different types of books. Pupils value and benefit from the school's well-chosen book collection.

Pupils enjoy school. They understand the importance of learning and so attend regularly. The school effectively supports families when regular attendance becomes challenging.

Pupils are well-behaved at school. They follow the clear routines in lessons, on the playground and when moving around the school. Staff provide effective support for pupils who find it difficult to regulate their emotions and behaviour. These pupils learn how to manage negative emotions and live up to the school's high expectations of behaviour. In the early years, children sustain concentration for long periods of time. They sit and listen to staff and each other attentively. Children are well equipped with the study habits they need to be successful in key stage 1.

The school has a well-planned enrichment programme that helps pupils learn about themselves and the wider world. All pupils, including children in the early years, benefit from the school's outdoor learning provision. This helps pupils learn how to be self-sufficient while also enjoying the natural world around them. The school ensures pupils learn about the diverse beliefs and lifestyles found in contemporary society. Pupils know the importance of respecting others' differences.

Parents, pupils and staff are very complimentary of the school's work. Parents value the school's positive culture. Staff appreciate the way leaders help staff maintain reasonable workloads.

The governing body has the expertise to govern the school effectively. They have a keen eye on how well the school is doing and have an accurate understanding of the school's strengths and weaknesses. They provide the necessary support and challenge to ensure the school improves.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, staff do not notice when pupils are ready to move forward in their learning. When this happens, pupils do not learn as well as they could. The school must ensure that staff routinely check what pupils know and understand and, when necessary, provide opportunities for pupils to take next steps in their learning.

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 school to be good in March 2019.

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	109590
Local authority	Bedford
Inspection number	10345096
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	75
Appropriate authority	The governing body
Chair of governing body	Cathy Piotrowski
Headteacher	Kathy Augustine
Website	www.kymbrookprimary.uk
Date(s) of previous inspection	5 and 6 March 2019, under section 5 of the Education Act 2005

Information about this school

- This school is part of The Federation of Kymbrook Primary School and Thurleigh Primary School. The schools are overseen by the same governing body.
- The school does not use any alternative provision.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with representatives from the local authority, governors, the headteacher, members of the senior leadership team, subject leaders, teachers, members of support staff and pupils.
- Inspectors carried out deep dives in these subjects: design and technology, mathematics and reading. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the wider curriculum, looked at a range of curriculum documents, looked at samples of pupils' work and spoke with some pupils about their learning in some other subjects.

- 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 observed behaviour of pupils in lessons and during social times.
- Inspectors looked at documents regarding pupils' attendance at school.
- Inspectors looked at relevant documents, considered pupils' work and held discussions with leaders, staff and pupils about the provision for pupils' wider development.
- Inspectors considered the 14 staff responses, the 29 pupil responses and the 15 parent responses to Ofsted's online surveys.

Inspection team

Al Mistrano, lead inspector

His Majesty's Inspector

David Piercy

Ofsted Inspector

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