

Kirkby and Great Broughton Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121611
Local Authority	North Yorkshire
Inspection number	314055
Inspection dates	21–22 November 2007
Reporting inspector	Philip Cole

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	110
Appropriate authority	The governing body
Chair	Dr N Harrison
Headteacher	Mrs C Curry
Date of previous school inspection	24 March 2003
School address	Kirkby Lane Kirkby-in-Cleveland Middlesbrough North Yorkshire TS9 7AL
Telephone number	01642 712687
Fax number	0

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average primary school that serves the rural commuter villages of Kirby and Great Broughton in North Yorkshire. There are no pupils entitled to free school meals and the proportion of pupils with learning difficulties and/or disabilities is much lower than is usually found. There are few pupils from minority ethnic groups and none is at an early stage of learning English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that is continuing to improve after several challenging years caused by changes in its leadership and management. The headteacher provides outstanding leadership and management. Over the last two years she has tackled significant weaknesses in the relationships that existed in the school and with parents and the wider community and long standing problems with the school's provision. Pupils, parents, governors and school staff all testify to how much the school has improved since the headteacher was appointed. Parents say they 'have great faith in the headteacher who has become a tremendous asset'. Pupils thrive as a result of the extremely caring and supportive ethos that permeates the life of the school. All aspects of their personal development are outstanding. They know they are listened to and feel fully involved in making the school a special place to be. The improvements to the school grounds and play provision are just two examples that pay testimony to this.

Over the last few years pupils have made barely satisfactory progress and results, although remaining significantly above average, have steadily declined. Pupils are now making above average gains in their learning and standards are on track to be high once again compared to the national average. This is because of the marked improvements made in the effectiveness of teaching and assessment.

Teaching across the school is good. Lessons are sharply focused on what pupils need to learn and teachers and their helpers stretch them with skilful questioning. High quality relationships, interesting activities and sensitive management of pupils' behaviour ensure that pupils are fully involved in and enjoy their lessons. In many lessons the needs of different groups are effectively met but sometimes in literacy and numeracy lessons more could be done to fine tune teaching to these different needs in order to maximise progress.

The school's curriculum is reviewed regularly and changed to make it more relevant to pupils. The new curriculum is being enthusiastically embraced and this is having a positive impact, for example on the younger pupils' reading and writing skills. Excellent provision for personal, social and health education underpins pupils' exceptional personal development. The learning of modern foreign languages, exciting visits, visitors and a wide range of well attended clubs enhance pupils' learning and contribute significantly to their enjoyment. Pupils across the school are actively encouraged to take on responsibilities, ranging from leading collective worship to involvement in the school, health and eco councils and they respond enthusiastically to this.

Pupils are very well looked after and supported extremely well at a personal level. They are confident that any problems they have, either personal or to do with learning, will be sorted out. Very effective strategies to monitor and track every pupil's learning have been put in place. These inform what teachers provide in class and the programmes that support those who need extra help. Pupils and their parents are provided with valuable information on progress and general targets for improvement. They find this helpful but pupils say they would like more precise and regular guidance on what they can do to make their work better and to take the next steps in their learning. Teachers' marking, although constructive, does not provide this regularly enough and teachers do not give pupils small step targets at which to aim.

The school has made impressive improvement because of the determined yet calm, thoughtful and professional approach of the headteacher. She has very high expectations for the school and its pupils. Her collaborative and supportive style has ensured that all staff and governors

share the vision and are involved in the process of realising it. The leadership team and subject leaders are developing well in their roles now they have been given training and opportunities to take on responsibilities. Governors feel they can now work constructively and cooperatively with school leaders. They provide strong support and have the depth of understanding and skills needed to provide real challenge to school leaders should this be necessary. The school's capacity to improve is strong and improving as effective leadership and self-evaluation skills become increasingly embedded across all staff groups.

Effectiveness of the Foundation Stage

Grade: 2

Children usually enter Reception with standards a little above average, particularly in the areas of language and mathematical development. Very well planned provision and skilful teaching informed by regular and accurate assessments ensure that the children make good progress across all areas and they enter Year 1 with almost all achieving above expected levels. The Foundation Stage is well led and managed and enables children to get off to a strong start.

What the school should do to improve further

- Ensure that all lessons provide the different groups in classes with work that challenges them to make the best possible progress.
- Provide pupils with a clearer understanding of what they need to do to work more effectively and to take the next steps in their learning.

Achievement and standards

Grade: 2

Results have nearly always been significantly above the national average. However, upheavals in leadership and management, instability in staffing and some ordinary teaching have seen standards decline over time and led to pupils making weak progress compared to those in other schools. These issues have been tackled and pupils across the school are now making progress that is clearly better than the average gains expected nationally. Of most significance is the improvement in the progress of higher-attaining pupils, too few of whom were attaining the higher levels in tests. By Year 6 standards are high overall.

Personal development and well-being

Grade: 1

The school's strong, caring Christian ethos provides the foundation on which pupils' spiritual, moral, social and cultural development is so impressively built. As well as learning about different faiths and ways of life, their involvement with the linked school in Kenya enables pupils in this virtually all white school to have positive attitudes to cultural and racial diversity. Relationships between pupils are excellent; they help each other without thinking about it, and have a very good understanding of why it is important to behave well. Their desire to improve their health and fitness is seen in the health council's promotion of 'Huff and Puff' activities and healthy lunch boxes. Pupils' attendance is excellent. Very good basic skills and impressive personal and social development make pupils extremely well placed to face life's future challenges.

Quality of provision

Teaching and learning

Grade: 2

It is clear that teaching is now sharply focused on what pupils need to learn and the purpose of all lessons is clearly explained to them. As a result, pupils work well with teachers to achieve what has been planned. Teachers and their assistants are careful to make sure that all pupils are actively involved in learning. They support individuals and groups well and use questions very effectively to tease out thoughtful answers from pupils. Challenging teaching, usually well matched to the needs of the pupils in each class, is ensuring that virtually all pupils make good progress overall. Progress is not outstanding because sometimes a better match could be provided in the literacy and numeracy tasks given to different groups to ensure that their needs are effectively met and that they are fully extended.

Curriculum and other activities

Grade: 2

The curriculum provides pupils with many experiences that they enjoy and find stimulating. These include events such as Multicultural Fortnight, Health Week and many visits and visitors to school. These not only promote effective learning in subjects but also make a strong contribution to pupils' exceptional personal development. The school has a pragmatic approach to the curriculum and adopts and adapts initiatives to best meet the needs of pupils. Aspects of and planning approaches from the proposed new National Curriculum guidance are already being used to good effect to improve provision in both literacy and numeracy. The school does not provide a coherent programme for gifted and talented pupils. Pupils love the many clubs that are available to them. These range from modern foreign languages, music and craft activities to sports clubs.

Care, guidance and support

Grade: 2

The extremely positive and supportive relationships that are now found throughout the school and with parents and others connected with it underpin the very good care it provides. The school works particularly well with parents to ensure pupils' well-being. The rigorous and regular assessment and tracking of pupils' progress, introduced by the headteacher, are used very well by staff to identify what needs to be done to support individuals and to improve the effectiveness of pupils' learning generally. Parents appreciate the very helpful information they are given on their children's learning and what needs to be done to make it better. The school is not resting on its laurels and even more regular and refined assessments are being introduced that will help to fine tune teachers' understanding of how they can help individuals. Pupils say they would welcome more regular and specific guidance on how they can improve their work.

Leadership and management

Grade: 2

The headteacher is continuing to transform this once troubled school. She has strengthened relationships, is empowering staff including teachers, their assistants and non-teaching staff and has successfully focused everyone's efforts on driving up standards and improving the

quality of the school's work and its facilities. Teamwork is becoming a major strength with staff and governors working closely together to identify strengths and weaknesses and to realise a shared vision for the school. Significant improvements have been made to the layout of the building and the school grounds now provide pupils with a safe, challenging and enjoyable environment in which to play and learn. More importantly, though weaknesses in teaching have been tackled and continue to be a focus, expectations have been raised and the school has regained the trust and respect of its community. This school now provides good value for money and is well placed to continue in its quest to achieve excellence.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you for making me so welcome. I enjoyed my visit, particularly the times I spent talking to you. Many of you told me how much the school has improved since your headteacher came. I agree and think that she is doing an excellent job. Your school is a good school that is continuing to get better. Everyone in the school, the headteacher, all the staff and the governors, is working very hard to make your school the best it can be.

You told me how much you enjoy school. You said this is because you have lots of interesting things to do, your teachers and their helpers are so friendly and kind and the school is a happy, safe and calm place to be. That is just what I found as well! You are also really pleased that the school listens to your ideas and, as a result, the outside area is now a much better place to play in. I was very impressed with how well everyone gets on and with the way you help each other in class and around the school.

Because you all work very hard in lessons and your teachers are doing a good job you are making impressive progress. Some of you could sometimes make even better progress. In order for this to happen I have asked your teachers to make sure that whenever possible in literacy and numeracy lessons those of you who find learning easy are given more difficult work and those of you who find it hard are given work you can manage. Your teachers make comments that you find useful when they mark your work and they give you and your parents helpful general targets for you to work towards. Some of you told me that you would like more regular guidance on the small steps you can take to make your work better. I have asked your teachers to look at how they can best do this. You can of course help them by doing what they suggest!

May I wish you all the very best in the future.