

Kirk Ella St Andrew's Community Primary School

Inspection report

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| Unique Reference Number | 117881 |
| Local Authority | East Riding of Yorkshire |
| Inspection number | 326705 |
| Inspection dates | 20–21 October 2008 |
| Reporting inspector | Nigel Cromey-Hawke |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 519 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Linda Hibling |
| Headteacher | Mrs Sue Bush |
| Date of previous school inspection | 1 October 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | West Ella Road Kirk Ella Hull HU10 7QL |
| Telephone number | 01482 657208 |

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| Age group | 4–11 |
| Inspection dates | 20–21 October 2008 |
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Fax number

01482 657208

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a very large primary school in an area of relative social and economic advantage. It is almost totally made up of White British pupils, of which a small number are eligible for free school meals. The number with learning difficulties and/or disabilities is below the national average and very few do not have English as their first language. The school has Artsmark Silver, Eco School, Healthy Schools and financial management awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Parents are almost universal in their praise of it, with one reflecting a typical view in the comment, 'I feel that the school provides a happy, healthy, family environment within which my children are thriving.' This is because of the excellent start children make in the outstanding Early Years Foundation Stage (EYFS), the good teaching and curriculum and the good, sometimes outstanding, levels of care and support they receive during their time in school.

Most children enter Reception with levels of knowledge, understanding and skills typical of their age, although some are below this level in language. Overall, they make good progress and leave the school in Year 6 with standards that are above national expectations, and are especially high in English. However, the number gaining the higher levels in science, is lower than average. Those with learning difficulties and/or disabilities make similar progress to others, helped by the extensive support they receive.

Pupils' personal development is good, reflecting the school's powerful vision of the need for mutual respect and cooperation by everyone. Pupils say they feel safe and valued and enjoy their time in school, and this is evident in their good behaviour and above average attendance. Their social, moral, spiritual and cultural development is good, helped by the broad and stimulating curriculum that gives them experience of a wide range of cultures and areas of learning. The introduction of Spanish and French studies has been especially welcomed by pupils and their awareness of cultural diversity is well promoted through growing international links and theme weeks. The personal, social and health education programme is effective in building a good understanding of how to lead a healthy lifestyle. Pupils are well prepared for future employment.

Teaching is good overall, with some that is outstanding, and it contributes significantly to pupils' positive attitudes to school. The wide range of activities and techniques used by teachers ensures that lessons are interesting. Marking and guidance to support academic progress are good. Most lessons are targeted at the correct level although, in some cases, challenge for the more able is underdeveloped, especially in science. Resources for information and communication technology (ICT) are not as well developed as other aspects of the school's provision and, as a result, pupils' ICT use in lessons is more limited. Care and support are good. On many occasions highly skilled and well prepared teaching assistants provide outstanding support for pupils.

Leadership and management at all levels are good. Strong direction from the headteacher and a comprehensive programme of self-evaluation means that the school has a good understanding of its strengths and areas for development. Staff share a clear vision for the school's future but planning for improvement sometimes lacks clear indicators of success and timescales for achieving the school's intentions. The school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make an excellent start to school in the EYFS because of thorough induction procedures and outstanding provision that is expertly managed. Dedicated staff work exceptionally well with parents who say that the staff are 'approachable and welcoming'. Typical comments from parents are that their 'children love school' and that the EYFS is 'just wonderful'. Personal

development is outstanding and every child is made to feel special, so much so that some children want to attend at the weekends.

When children enter the EYFS their knowledge and skills are broadly typical for their age. Exceptional assessment and record keeping means that work is well matched to the particular needs of all. Outstanding teaching and a carefully planned and stimulating learning environment ensure that the children make rapid progress. There is an excellent balance between teacher led and child initiated activities, with an emphasis on encouraging children to become independent. Staff expertly guide children's learning by skilfully asking questions to challenge their thinking and extend their vocabulary. As a result, most children enter Year 1 reaching beyond the level expected for their age.

Children are exceptionally well cared for and all required arrangements are in place to make sure children are safe and healthy. Those with learning difficulties and/or disabilities are very well supported by teaching assistants and are fully included in all the activities. This enables them to play a full and active part in all that is on offer.

What the school should do to improve further

- Improve standards for higher attaining pupils in science.
- Increase the provision for and pupils' use of ICT across the curriculum.
- Ensure that planned improvements have clear and measurable outcomes and timescales.

Achievement and standards

Grade: 2

Achievement is good. Most pupils enter Key Stage 1 with levels above national expectations. Standards, which are significantly above average, are sustained by good progress through Key Stages 1 and 2, especially in reading. Results of national assessments and tests at the end of Years 2 and 6 show pupils are exceeding the levels expected for their age. Pupils leave school with standards significantly above the national average in all subjects, especially in English. Although in science, fewer pupils reach the higher levels expected for their age, reflecting some less challenging teaching for these pupils in this subject. Current pupils are on track to meet the challenging targets set by the school.

Pupils with learning difficulties and/or disabilities make the same progress as others because their needs are identified early and prompt support made available.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils respond well to the staff's high expectations of their behaviour and attitudes to learning. They are friendly, welcoming and clearly enjoy their time in the school. Pupils say that they feel very safe and that bullying is not an issue in their school.

Pupils know what it means to lead a healthy lifestyle and the school's work is recognised by a national award. Even the younger pupils can explain how they try to eat healthily and keep 'strong and fit'. There are many sporting opportunities, and pupils are encouraged to ensure that they drink plenty of water during the day.

Pupils' spiritual, moral, social and cultural development is good. The school's motto, 'Treat others as you would like to be treated', is known and followed well by the pupils. They readily

help one another, and work in pairs and groups productively. When given opportunities for independent learning, pupils can be trusted to concentrate sensibly, in the main. The school is rightly proud of pupils' spiritual understanding, developed well through assemblies, multi-faith learning, the creative arts and the Eco Club. The many duties undertaken by pupils around the school help them to learn community responsibility, strengthened by charitable fund-raising. They develop skills both academically and personally that equip them well for the next stage in their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with some outstanding elements and contributes well to pupils' personal development. Typically lessons have pace and use a wide variety of practical activities to stimulate pupils' interests and enjoyment. In the best lessons good questioning draws out pupil's prior learning and prompts them to extend their understanding. Marking is helpful and thorough and provides advice on the next steps to improve progress. Lessons often have a range of learning objectives that are shared with pupils so that they understand the purpose of their tasks. Most tasks are pitched at the correct level but in a few cases they do not adequately challenge the more able especially in science. Interactive whiteboards are used well by both teachers and pupils alike to import resources into the classroom and to demonstrate learning. This adds interest to the lessons. However, the use of ICT in the classroom is underdeveloped as a learning and life skill tool.

Curriculum and other activities

Grade: 2

The broad and balanced curriculum provides opportunities for all learners, including those with learning difficulties and/or disabilities, to make good progress and develop well. Clear guidelines are in place which successfully contribute to pupils' personal development and promote spiritual, moral, social and cultural development. There are many opportunities for pupils to contribute to the local community and develop work life skills.

Currently, the school is re-organising the curriculum to link subjects and to teach through various themes in order to make the learning more meaningful and creative. New changes already in place are enabling pupils to learn through first hand experiences. The recent involvement with an initiative to further develop the curriculum is effectively providing pupils with more first hand experiences with help from a range of experts including artists and musicians. Links with a school in Uganda and regular international theme weeks extend the pupils' understanding of a wide range of cultures and lifestyles well.

The curriculum is enriched by a wide range of after-school and lunchtime clubs, visits and visitors. Participation in these is good and has a positive effect on pupils' enthusiasm for school.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall with some excellent features. All required safeguarding and child protection measures are in place. All staff have recently attended updated training in child protection procedures. The school has a strong ethos of welcoming

all children, whatever their background or need. Vulnerable pupils are known to all the staff, and the school works successfully with parents and outside agencies to ensure their progress and well-being.

There are clear and effective assessment systems to track pupils' academic progress. Information is used effectively to identify early and support those pupils who have learning difficulties but it is used less effectively to support more able pupils, especially in science. Aspects of the support for pupils with learning difficulties and/or disabilities are recognised by their parents as providing very good care for their children. Support staff work skilfully alongside teachers to ensure that pupils' individual needs are met, and that they make good progress towards the targets set for them. Sometimes this support is outstanding, and helps the identified pupils to make rapid progress, both academically and in their personal development.

Leadership and management

Grade: 2

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Annex A

Inspection judgements

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| 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

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| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 1 |
| How well do children in the EYFS achieve? | 1 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 1 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

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|--|---|
| 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of 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 |

Leadership and management

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|--|-----|
| 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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 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**

22 October 2008

Dear Pupils

Inspection of Kirk Ella St Andrew's Community Primary School, East Riding of Yorkshire, HU10 7QL

Thank you for the warm welcome you gave to me and my team when we inspected your school. You were very friendly and polite. You told us a lot of interesting things about your school and you are clearly very proud of it. Kirk Ella St Andrews Primary is a good school with some outstanding features. These are the main things we found that are good about your school.

- The Early Years Foundation Stage is outstanding in all aspects and provides you with an excellent start to your learning.
- The standards reached by the time you leave school are above average, especially in English. Well done.
- The teaching is good, with some that is outstanding, and this helps you make good progress.
- The school uses your talented teaching assistants very well to support you and as a result all of you, including those who sometimes find the work a little more difficult, make good progress.
- The curriculum is broad and interesting and contributes to your enjoyment of learning.
- The headteacher and staff lead and manage the school well and have a good understanding of its strengths and areas that need developing.

These are the things that we have suggested to your school to make it an even better place to learn.

- Help you to gain more of the higher levels in science.
- Make sure that the school's plans contain clear and measurable targets, as well as timescales, that help it improve further.
- Improve the resources for information and communication technology and your use of it, especially in classrooms.

You can help by telling your teachers how you learn best and if you have any difficulties.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector