

# Kirkbymoorside Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121303
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339913
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Alison Thomson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lorna Babinster
<b>Headteacher</b>	Mrs Gillian Hardacre
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Westfields Kirkbymoorside York YO62 6AG
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent two thirds of their time looking at learning, observed eight teachers, visited 18 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and analysed 64 questionnaires from parents, 97 from pupils and seven from staff. The team also looked at the data the school had collected about the pupils' progress and at the school's records of its monitoring of the quality of teaching.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current attainment and progress, particularly in science and mathematics in Key Stage 2
- how effectively teachers use assessment information to help pupils improve their work and involve them in assessing their own learning
- the effectiveness of leaders' monitoring and evaluation at all levels to identify and address any underachievement and accelerate progress.

## Information about the school

Kirkbymoorside is an average-sized primary school. The proportion of pupils eligible for free school meals is below average. Almost all pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils who have a statement of special educational needs. There is Early Years Foundation Stage provision in a part-time nursery and in two mixed Reception/Year 1 classes. The school has many awards, including the International School award for the promotion of global awareness and the Healthy Schools award for the promotion of a healthy lifestyle. Separate childcare provision shares the school site, but this is not managed by the governing body and is subject to a separate inspection report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Kirkbymoorside provides a good education in a very caring family-like environment. The vast majority of parents and carers are very positive about all aspects of the school. The following comments sum up the views of many, 'It's a fantastic school with fantastic staff', and, 'I am impressed with how the school links to the community – there is always lots going on supported by staff and parents making a real team effort.'

From Year 3 to Year 6, pupils of all abilities achieve well. This is due to the good teaching and often detailed guidance which helps them improve their work. By the time pupils leave in Year 6, they attain standards in English that are above average and improving standards in mathematics and science that are broadly average. This represents good progress overall, from their just-below-average starting points. The good quality of care, guidance and support ensures that pupils feel very safe and the good curriculum, with its many enriching experiences, contributes to the pupils' good personal development. During the inspection, pupils were seen setting off for a visit to the Rydale Folk Museum, proudly sporting Victorian attire, including very fetching 'flat caps'. Pupils feel that the school listens to their views. The school council has a high profile and its members are currently undertaking an energy audit in school as part of their eco project.

As a result of leaders' well-focused evaluations, staff know the pupils well and track their progress carefully. This has ensured the early identification and addressing of any underachievement, such as in mathematics and in science. Good teaching, including good support from teaching assistants, ensures that all pupils, including those who have special educational needs and/or disabilities and those who do not speak English as their first language, make good progress. Pupils say that they welcome the chance to be involved in helping to assess their own learning. In some lessons where teaching is less strong, it is sometimes difficult for them to tell how well they are doing. This is because they are not always given clear enough success criteria. Where this is the case, progress slows. Some of the marking of the pupils' books is of the highest standard. However, it is not consistent across all classes and in all subjects. As a result, not all pupils know clearly the next steps to take in their learning.

The dedicated headteacher and her strong leadership team are very focused on providing the best educational opportunities for every child. Accurate self-evaluation has led to improvements in many of the outcomes for pupils over the past three years. These include raising the progress of the highest attaining pupils through a greater degree of challenge in lessons. Management of teaching and learning is good and there is evidence of some teachers improving their practice. However, lesson observations do not happen often enough. Middle leaders are not given enough opportunities to observe

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lessons in their areas. This has meant that improvements in teaching and learning have not always occurred as quickly as they might have done and thus attainment has been rather slow to rise. Many of the school's governors are new in post, including the Chair of Governors. She recognises that, while they are offering an increasing degree of challenge to the school, this is in its early stages. At present, they do not monitor all areas of the school's work robustly enough.

Pupils enjoy coming to school very much and when asked to describe her school, one pupil said, 'It's a really nice school and I'd recommend it to other children who want to move school.' The fact that the school's accurate self-evaluation has led to many improvements since the previous inspection, indicates that it has a good capacity to improve even further.

### **What does the school need to do to improve further?**

- To accelerate progress and raise standards, improve the quality of teaching and learning so at least half of the teaching is outstanding by:
  - always providing clear criteria for success so that pupils can tell more easily how well they are learning
  - improving marking to the standard of the best so that all pupils are clear in all subjects about how they can improve their work
  - observing lessons more frequently to help improve more quickly aspects of teaching and learning that are less strong
  - involving middle leaders in the observation of lessons in their areas.
- Develop the governing body's monitoring and evaluation of the school's performance by:
  - putting in place robust systems to enable a closer focus on all areas of its work.

### **Outcomes for individuals and groups of pupils**

**2**

The quality of learning and progress in lessons is good. This is true for all groups of pupils throughout the whole school. Pupils clearly enjoy their lessons and their good behaviour contributes well to their learning. Inspection evidence from lessons confirms that standards are rising in science and in mathematics. A close focus on problem solving and the imaginative use of information and communication technology (ICT) has helped to fire pupils' love of mathematics. For example, Year 4 were seen using the interactive whiteboard enthusiastically to uncover hidden parts of polygons to ascertain their exact nature. Progress in English is particularly good. A strong focus on writing, integrated into all subjects, such as class diaries of major topics, has helped to cement this. By the time pupils leave in Year 6, attainment overall is securely in line with that found nationally and they are well prepared for the next stage in their learning. This is helped by their good ICT skills, above average attendance and the mature way that they cooperate with each other.

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Pupils feel very secure in school. They understand well what it means to have a healthy lifestyle and the benefits of taking on responsibilities. For example, Year 6 enjoy their roles as sports leaders organising games for younger pupils. Pupils' spiritual, moral, social and cultural development is good. They have a very good understanding of some international cultures such as those of India and China, but at present, they do not have first-hand experience of cultures that reflect many of the minority ethnic groups that make up the United Kingdom as a whole. They accurately report that behaviour of the vast majority is good. They interact well with each other, because of the school's strong focus on respect. They are proud of their school and its environment. When asked how school could be better, one pupil said, 'We need stronger litter bins that don't blow over in the wind.'

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils enjoy learning and are engaged because lessons move forward at a good pace, with a wide range of interesting activities. Increasingly, the curriculum is becoming more creative with different subjects taught as topics. This has helped to enhance enjoyment

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and raise standards. An example of this is the 'River project' where pupils calculated the speed of the flow of water, presented their data graphically and then wrote an account of the project. Teaching assistants provide proactive support so that all pupils have full access to the curriculum. Thus, all pupils achieve equally well. Teachers often use good questioning techniques to challenge pupils and there are high expectations of pupils in lessons. Teachers do not always ensure that pupils understand fully what it is they are supposed to be learning. This means pupils are not always able to tell how well they are doing and progress slows. Good assessment was evident in many lessons and there are very good examples of marking in English and mathematics that show pupils clearly how to improve their work. However, this very good practice is not applied consistently across the school and across all subjects, meaning that not all pupils know the next steps to take in their learning.

The school looks after its pupils well. The environment is very welcoming and supportive. Pupils say that the adults in school are approachable and that they know that they can go to them for support and help. The school works closely with vulnerable children, and those for whom English is not their native tongue, and their families and carers. It liaises well with other agencies to ensure that pupils get the best available support. There is close monitoring of attendance, which is continually improving, and good transition arrangements for children transferring to secondary school meaning that they settle well there.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The responses to the staff questionnaire clearly indicate that everyone feels valued and is very proud to work at the school. The headteacher has built a strong senior leadership team and created a purposeful learning environment. Strengths and areas for development are known well and teaching is continually improving. However, although the monitoring of teaching and learning is accurate, it does not happen frequently enough to raise the standard of all teaching to the best. Some of the middle leaders are relatively new in post, but it is clear that already their work is having an impact in raising attainment. At present, however, they are not involved fully enough in evaluating lessons in their areas.

The school promotes good safeguarding procedures as part of its high quality care. Community cohesion is good, particularly in school and in the local community. The

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school is able to demonstrate that the pupils have an excellent understanding of faith, ethnicity and culture, and different social aspects of the local and international communities. It is in the very early stages of planning to build links with other schools in the United Kingdom that have a different cultural make-up to its own. The school engages well with parents, including those who are new to the country and at the early stages of learning English. Leaders endeavour to ensure that equality of opportunity is good for all pupils, with discrimination not tolerated at all. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children enter the nursery with skills, attitudes and knowledge below what is expected, particularly in personal and social education. They make good progress in the Nursery and Reception classes to reach attainment that is just below that expected by the time that they enter Year 1. Good welfare arrangements and relationships with parents and carers ensure children feel safe and secure and settle quickly. The environment is very stimulating and ensures that children have a variety of engaging and creative activities which sustain their interest. Children are encouraged to be active learners and to think creatively. A good example of this was seen in the Nursery class where three children co operated well together to create a doctor's surgery, acting out a doctor/patient relationship. Opportunities for learning through play are maximised and teachers keep a good overview during the activities that children choose for themselves, intervening and moving the learning on well. Effective learning also occurs outdoors, with activities often extending those begun indoors. Children follow well-practised routines, such as sitting



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down quietly when eating their fruit. Staff are led well by the new leader who is already building well on the previous good leadership. Children are assessed regularly, but the best practice is not shared well enough at present. Thus progress is not accelerated as fast as it might be.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

Around one third of parents and carers returned the questionnaire. Almost all felt that their child was kept safe and enjoyed school. This high level of enjoyment was clearly seen by the inspectors. A few parents and carers thought that their children were not making enough progress. Inspectors felt that pupils were making good progress, but that this could be accelerated more by raising the standard of teaching even further.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirkbymoorside Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	55	28	44	1	2	0	0
The school keeps my child safe	38	59	25	39	1	2	0	0
The school informs me about my child's progress	24	38	34	53	4	6	0	0
My child is making enough progress at this school	24	38	30	47	7	11	0	0
The teaching is good at this school	29	45	30	47	1	2	0	0
The school helps me to support my child's learning	24	38	35	55	2	3	0	0
The school helps my child to have a healthy lifestyle	30	47	30	47	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	41	31	48	1	2	0	0
The school meets my child's particular needs	23	36	34	53	2	3	0	0
The school deals effectively with unacceptable behaviour	27	42	29	45	3	5	1	2
The school takes account of my suggestions and concerns	23	36	33	52	2	3	1	2
The school is led and managed effectively	30	47	33	52	0	0	0	0
Overall, I am happy with my child's experience at this school	30	47	31	48	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2010

Dear Pupils

Inspection of Kirkbymoorside Community Primary, Kirkbymoorside YO62 6AG

Thank you very much for the warm welcome you gave us when we visited your school recently. We enjoyed talking to you very much and seeing all the interesting things that you do. We particularly enjoyed seeing some of you dressed in your Victorian costumes ready for your visit to Ryedale Folk Museum. We agree with you when you say that your school is a good one and one that looks after you well.

You enjoy coming to school and you are keen to learn. Most of you behave well and look after each other well. Your teachers make your lessons interesting and they listen carefully to your ideas. The adults in school make sure that you are safe and cared for well. Your school has good leaders.

There are some things that your school could improve:

- your teachers should make it clearer for you to tell if you are doing good work in class
- the headteacher and other leaders need to check more carefully how well you are learning in class so that you can make even faster progress.
- those leaders who are in charge of the various subjects should also check on how well you are learning in class
- the governors of the school should check more closely how well you are progressing.

You can help by asking your teachers to make it clear to you how you can tell if you are doing well in each of your activities in class.

We wish you all every success in the future.

Yours sincerely

Alison Thomson

Lead inspector

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