

Kirkby Woodhouse Primary School

Inspection report

Unique Reference Number	122403
Local Authority	Nottinghamshire
Inspection number	340140
Inspection dates	20–21 October 2009
Reporting inspector	Angela Kirk

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Wyn Jones
Headteacher	Ruth Maddison
Date of previous school inspection	5 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at an analysis of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures and samples of pupils' work. They also analysed 97 questionnaires returned from parents and carers.

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

- standards and progress in each year group to check whether achievement is uniform throughout the school
- the achievement in English and mathematics of pupils with special educational needs and/or disabilities, with a particular focus on the impact of interventions to support these pupils
- pupils' own assessment of their work and its impact on standards
- the governors' self-audit, their role in monitoring and their ability to challenge and support the school through their knowledge of the school's strengths and weaknesses
- the planning in literacy and numeracy in Years 3 to 6.

Information about the school

Kirkby Woodhouse is a large school. Most pupils are from White British backgrounds and very few are from minority ethnic groups. The proportion of pupils with special educational needs and/or learning difficulties is above average; many of these have moderate learning difficulties and a few are autistic. The Early Years Foundation Stage includes part-time nursery provision and a reception class. The school has gained a gold Healthy Schools award, the Activemark gold award and the Artsmark.

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

This is a good school with some outstanding features. Pupils achieve well and most notable is their enjoyment of their education and how proud they are of their school. Pupils' personal development is good and some features, including their health awareness and their spiritual, moral, social and cultural development, are outstanding. They behave well and work hard. Good teaching and excellent pastoral support from all staff underpin this success. The overwhelming majority of parents and carers are completely satisfied with nearly every aspect of this school, with all returned parental questionnaires indicating that the school kept their children safe and that the school was led and managed well. One typical comment was, 'Not only does the school provide a sound academic education, but also the extra-curricular opportunities are endless.'

Excellent adult/pupil relationships begin in the part-time Nursery, where children settle in quickly due to a secure and exciting environment. They make good progress throughout the Early Years Foundation Stage as a result of stimulating, well-planned learning activities and teaching that is matched carefully to their needs. Most pupils start in the Nursery with skills that are well below those expected for their age. By the time they leave the school, all pupils have made good progress, reaching average standards in English, mathematics and science. Pupils with special educational needs and/or disabilities make similar good progress to their peers. Lessons are fun and imaginative and learning is supported by a good curriculum, which is especially strong in its enrichment and cross-curricular links. For example, the week of the inspection coincided with the school's Religious Education week, where each year group was learning about a different faith, with varied learning opportunities across the curriculum. At times, units of work in writing and mathematics are not planned in sufficient depth to embed and consolidate particular skills into pupils' learning. For example, pupils' skills are not secure enough in manipulating number, shape and data in solving problems. Similarly, writing skills are not developed well enough in literacy lessons. Teachers support pupils' learning by establishing individual targets for pupils in English and mathematics, but these are not linked closely enough to the marking of pupils' work or to pupils' self-assessment to secure good understanding.

Take-up of after-school clubs is excellent and most pupils are involved in the excellent range of sporting, musical or artistic clubs on offer. Residential opportunities form a key part of the school's extended curriculum, with recent trips to the South coast and to Shining Cliff Youth Hostel. Pupils value these experiences highly and speak animatedly about the exciting experiences. The school has been extremely successful in involving parents and carers in their children's education, for example through its informative parental presentations and via the regular homework letters. The school provides

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excellent information for parents and carers on how to help their children learn at home. The school is led and managed extremely well by the inspirational headteacher, who, together with highly committed staff and governors, continually seeks improvements for the benefit of the pupils. School self-evaluation is thorough and accurate. As a result, this school has made good progress since its last inspection and has good capacity to improve further. The school regularly seeks the views of its parents and carers and acts on good suggestions, for example in establishing a homework club. Safeguarding procedures are robust.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics by planning longer and more tightly focused units of work, especially in Years 3 to 6, in order to:
 - enable the gradual development of pupils' writing across a wide range of genres
 - give pupils an in-depth understanding of the manipulation of number, shape and data to enable them to solve problems more efficiently.
- In literacy and numeracy, involve pupils more fully in the process of evaluating the success of their learning through focused pupil targets and related marking.
- The school should aim for these aspects to be embedded in at least 90% of lessons by July 2010.

Outcomes for individuals and groups of pupils**2**

Pupils very much enjoy coming to school. One pupil summarised the views of many when writing: 'It's a really good school. It has a great education and we go on amazing residential. We learn how to be good citizens.' As a result, pupils work hard and achieve well, including those with special educational needs and/or disabilities. In recent years, attainment at the end of Key Stage 1 has been below average, but lesson observations during the inspection confirmed that standards in Year 2 are now average as a result of pupils' good progress since the end of Reception.

Imaginative approaches, such as the use of video animation observed in a mathematics lesson for pupils in Year 2, add further impetus to the good rates of learning. Resources are used well, with the emphasis on pupils' first-hand experiences. For example, pupils in a Year 4 class were observed reviewing a range of Asian sweets, describing the look, texture and taste of each one, in their study of the Hindu religion and culture.

Incidents of poor behaviour are rare and are dealt with well by staff. Pupils feel safe and have formed excellent relationships with the adults at the school. Lots of opportunities are provided to enable pupils to take on responsible roles in school. For example, some older pupils have trained as sports leaders and are highly visible in their smart yellow caps leading playground games including those that involve the younger pupils, who thoroughly enjoy them. The school recognises that pupils have limited knowledge of the lives of children from different backgrounds and staff work hard to address this in their

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lessons. For example, during the inspection, a Year 2 class delighted in a visit from a Muslim gentleman to support their learning about Islam. Pupils have an excellent understanding of how to live a healthy lifestyle and many school initiatives have supported their learning, such as the health pledges pupils made during the Change4Life community afternoon. School dinners support pupils' healthy lifestyles and pupils choose from the excellent quality of food on offer, including sometimes food grown by the pupils themselves. Attendance has improved and is now above average, as a result of the high profile given by the school to good attendance and to supporting persistent absentees to ensure an improvement. Many and varied opportunities are provided for pupils to develop workplace skills, such as the Year 6 '□2 challenge'. The ethos in the school is firmly rooted in pupils' aspiring to their dreams, together with practical information on how to best achieve them. Pupils' spiritual, moral, social and cultural development is supported very well by highly participative and enjoyable school assemblies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

¹ 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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Teachers use a variety of methods and activities to ensure pupils are motivated and engaged. Outstanding relationships mean that pupils trust their teachers and are confident in asking for help when they need it. Pupils' ideas are valued and teachers often give pupils extensive opportunities to discuss their work together. For example, in a Year 5 lesson observed, pupils were examining the effects of cigarettes, medicines and illegal drugs on the body. Each group analysed the issues for just one of these, but then visited other groups to ask questions and make notes on the other two areas. Most lessons are well planned and cater successfully for the range of abilities. Pupils do have targets to support their learning, but they are not yet effectively involved in the assessment of their own work. Marking is supportive, but feedback does not provide sufficient detail on what pupils need to do to improve.

The curriculum is very broad, well-balanced and highly creative in its approach. This inspires pupils and makes learning very relevant to them. It provides excellent support for pupils' personal development and for cross-curricular teaching. Enrichment of the curriculum is outstanding, enhanced by a large number of visitors and visits and six residential experiences each year throughout the school. Planning is generally good, but in specific aspects of literacy and numeracy it does not enable pupils in Years 3 to 6 to study in sufficient depth to make maximum progress.

Parents and carers rightly say that pastoral care is outstanding. Pupils are very well supported, including those with special educational needs and/or disabilities, and all pupils know they can readily turn to an adult in school, knowing their concerns will be sympathetically and effectively resolved. The headteacher and staff know individual pupils exceptionally well and are vigilant about protecting them. Child protection procedures and health and safety matters are robust and regularly reviewed. The school works very effectively with external agencies such as speech and language specialists and pupils are very well supported in their moves into school, through the school and on to secondary school.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are well distributed and senior managers communicate their high expectations in all areas of school life. Led by the excellent headteacher, senior managers have the skills and ambition to lead new projects and drive improvements. As a result, no ongoing differences exist in the achievement of any

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particular groups of pupils. In the past, the school has accurately identified specific groups where there has been some underachievement, for example that of boys in reading and writing. These have been addressed with well-focused and effectively managed initiatives.

Governors are knowledgeable and supportive and they contribute well to the strategic direction of the school and to monitoring and evaluation. Good practice has been adopted for all aspects of safeguarding. Risk assessments are thorough and health and safety procedures well established. The school has promoted community cohesion well, especially the global dimension. Pupils have, for example, a good understanding of the financial inequalities between different countries in the world and the impact this has on ordinary people. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pupils make good progress in the Early Years Foundation Stage as a result of good teaching. Relationships are very positive, and children enjoy their learning and are eager to please. Planning gives regular access to all areas of learning and there are good opportunities for children to make choices and decisions. Assessment is thorough and accurate and is used well to plan the next steps in learning. Good support is given by teaching assistants and interaction with children is warm and friendly. Adults usually give the right amount of support, although occasionally do too much for the children. All areas of learning are promoted well. The classrooms are bright and attractive and good resources are used for the stimulation of language and other areas of development. The

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outdoor learning environment is used effectively to cover the full curriculum. Occasionally there are missed opportunities to extend children's language beyond one-word answers. The children make impressive gains from very low starting points.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers are happy with all aspects of the school. They are particularly pleased with safety and the leadership of the school. They say they are well informed about their children's progress and that children are well prepared for the next stage of their education. Many parents praised the excellent residential and extra-curricular opportunities offered to their children and the work the school had done on helping their children to keep healthy. A few parents and carers felt that there were instances of unacceptable behaviour which were not always effectively managed. Inspectors considered this and found that instances of unacceptable behaviour were generally well dealt with by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirkby Woodhouse 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	77	20	21	2	2	0	0
The school keeps my child safe	73	75	24	25	0	0	0	0
The school informs me about my child's progress	56	58	39	40	1	1	0	0
My child is making enough progress at this school	59	61	34	35	3	3	1	1
The teaching is good at this school	72	74	24	25	1	1	0	0
The school helps me to support my child's learning	61	63	31	32	4	4	0	0
The school helps my child to have a healthy lifestyle	71	73	25	26	0	0	0	0
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)	68	70	27	28	0	0	0	0
The school meets my child's particular needs	60	62	34	35	3	3	0	0
The school deals effectively with unacceptable behaviour	58	60	31	32	7	7	0	0
The school takes account of my suggestions and concerns	52	54	42	43	3	3	0	0
The school is led and managed effectively	66	68	31	32	0	0	0	0
Overall, I am happy with my child's experience at this school	74	76	21	22	2	2	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



22 October 2009

Dear Pupils

Inspection of Kirkby Woodhouse Primary School, Kirkby-in-Ashfield, NN17 9EU

Thank you for making us so welcome during our recent visit to your school. We were very impressed with your good behaviour and how well you get on with each other. We particularly enjoyed talking to you and looking at the photographs of all the exciting and adventurous activities that you have done recently, which you told us you really enjoyed. In addition, we were very pleased that most of you have decided to really look after your health by making sure that you eat a healthy diet and take part in lots of sport.

Kirkby Woodhouse is a good school, which enables you to make good progress. You reach average standards in your English, mathematics and science by the time you leave the school. You do well because of good teaching and excellent care from the adults in the school. You told us that you are rightly proud of your school and enjoy your lessons because your teachers make them fun and interesting. You also told us that you feel safe at school.

The staff at your school work very hard and they are committed to make the school even better. We have asked them to:

- plan some of your units of work in writing and mathematics in more depth so that you find it easier to learn particular new skills
- involve you in evaluating your work more fully by having specific targets in English and mathematics and relating to these regularly in their marking.

We have asked them to make sure these things are working really well by July 2010.

You can help by making sure that you know your individual targets for each subject and keeping these in mind each time you do a piece of related work. When you finish the work, you could then check it through and see if you met your target. Keep doing your best and remember to take part in all that your school has to offer.

Yours sincerely

Angela Kirk

Lead inspector

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