

Kirkby Fleetham Church of England Primary School

Forge Lane, Kirkby Fleetham, Northallerton, North Yorkshire, DL7 0SA

Inspection dates

5 December 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The acting headteachers and new headteacher have worked very hard to improve pupils' achievement, the quality of teaching and pupils' behaviour since the last inspection.
- Pupils' achievement is now good. Children enter the Reception class with skills and knowledge that are broadly typical for their age and by the time they leave Year 6, they attain above the national average in reading, writing and mathematics. Pupils across the school are making good progress.
- The quality of teaching is good with some that is outstanding. Pupils are given challenging work to do which promotes their thinking skills well.
- Pupils' behaviour is exemplary in lessons and around the school. They feel extremely safe and know their views and opinions are valued.
- Subject leaders are closely involved in checking and evaluating the work and progress of pupils in the areas for which they are responsible and this has helped to ensure increasing rates of progress.
- Members of the governing body now challenge the school fully and hold leaders to account for the school's performance. Governors have secured the strategic direction and leadership of the school and are developing partnerships with other schools.

It is not yet an outstanding school because

- While the quality of teaching and assessment are good overall, some pupils in Key Stage 1 are less sure of how to improve their work than older pupils. Systems for assessment in the Early Years Foundation Stage, although improving, are not fully embedded.
- While pupils make good progress in their reading, a very few find it difficult to tackle unfamiliar words and texts are not always challenging enough, particularly for some of the more-able pupils.

Information about this inspection

- The inspectors observed teaching and learning in four lessons taught by two teachers, conducted a learning walk and observed a physical education session led by a coach. The four lessons and a scrutiny of pupils' work were conducted jointly with the new headteacher. One inspector heard several pupils read. Pupils' behaviour was evaluated in lessons and around the school.
- Meetings were held with the acting headteacher, new headteacher, pupils, subject leaders and members of the governing body. A telephone discussion was held with a representative of the local authority.
- The inspectors took account of the 13 responses to the online questionnaire (Parent View) and the views of parent governors were taken into account.
- The inspectors examined a range of documents including the school improvement plan, information about pupils' attainment and progress, pupils' work and minutes of governing body meetings.

Inspection team

Christine Inkster, Lead inspector

Her Majesty's Inspector

Mark Evans

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in local authority care and children from service families) is below that found nationally.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion supported through school action plus or who have a statement of special educational needs is below average.
- All pupils are from White British backgrounds.
- There is no alternative or off-site provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The breakfast and after-school clubs are not managed by the governing body and therefore did not form part of this inspection.
- There is currently an acting headteacher who will leave the school at the end of December 2013. Another acting headteacher from Kell Bank Primary School also supported the school until the end of August 2013 and the partnership forged with this school continues. A new permanent headteacher was appointed in July 2013. She has been working part-time at the school since September 2013, alongside the acting headteacher, and will increase the number of days she works in the school in January 2014.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding in order to accelerate pupils' achievement further by:
 - involving pupils in Key Stage 1 more in assessing for themselves how well they are learning and in understanding what they need to do to improve
 - ensuring sufficient and appropriate evidence is gathered to support assessments in the Early Years Foundation Stage and involving parents more in contributing to these assessments and in celebrating their children's achievements
 - enhancing the development of pupils' reading by introducing a wider range of strategies to enable pupils to tackle unfamiliar words and providing more challenging texts, particularly for some of the more-able pupils
 - sharing the outstanding practice already evident within the school.

Inspection judgements

The achievement of pupils

is good

- Most children start in the Reception class with skills and knowledge that are broadly typical for children of their age, although a few are below. They are keen to learn and thoroughly enjoy the range of activities provided for them. Records show they are now making better progress and leave the Reception class well prepared for Year 1.
- The school's data show that pupils are making good progress across the school and some are making outstanding progress. By the time they leave Year 6, their attainment is above the national average. Cohorts of pupils are small so nationally published data should be considered with caution as each child represents a high percentage.
- Teachers rigorously track the progress of individual pupils in reading, writing and mathematics and are using their assessments to plan carefully to meet pupils' individual needs. This is enabling pupils to make good, or better, progress from their starting points.
- The teaching of phonics (sounds and the letters that they represent) has improved and there are now more opportunities for pupils to practise their skills in other areas of the curriculum. Pupils in the Reception and Key Stage 1 class were very excited when they received a visit from 'The Jolly Postman' who sent them letters identifying their task to learn their phonic sounds. They were highly engaged and carried out their tasks with great enthusiasm. The teacher and teaching assistant worked effectively as a team to support pupils' learning.
- Reading is taught well, enabling pupils, including those who are more able, to make good progress. By the time they leave Year 6, pupils' reading is better than in schools nationally.
- Pupils' writing has improved rapidly and there are good opportunities for pupils to practise their writing skills in other subjects. By the time they leave Year 6, their attainment in writing is well above the national average.
- Pupils are now making more-rapid progress in mathematics. This is because work is more challenging, particularly for the more-able pupils. In one lesson observed in the Key Stage 2 class, pupils were introduced to the song, 'The Twelve Days of Christmas' and each group were given a challenging question to investigate, such as 'What is the mean number of eyes on each day?' Pupils worked well in groups and pairs and thoroughly enjoyed solving the problems. Evidence in pupils' work shows they have many more opportunities to engage in problem-solving activities and investigative work which really promotes their thinking skills.
- Very few pupils are eligible for additional support through the pupil premium. This group includes those known to be eligible for free school meals and a very small number who also have special educational needs. The school's data show these pupils are making similar progress to their classmates and most attain equally well.
- The few disabled pupils and those with special educational needs are given good support from teachers and teaching assistants to enable them to make as much progress as their peers.

The quality of teaching

is good

- Teaching over time is good and the proportion of outstanding teaching is increasing. This is enabling pupils to make good, or better, progress.
- Teachers are now providing challenging work and pupils relish the opportunity to carry out research and find out things for themselves. Older pupils have a good understanding of their individual learning styles and how their brains work because of the activities provided during a 'Brain awareness' week. Teachers are planning activities to take pupils' learning styles into account.
- Teachers' questioning is used effectively to check and probe pupils' understanding and to challenge them to think more deeply about issues. For example, in the Key Stage 2 class, pupils

were introduced to a play script based on the 'witches' scene' from *Macbeth*. Pupils worked well together in groups and pairs to perform the script and understand how the use of their voices and expression can affect understanding. Pupils respond well to teachers' questions and they know they are expected to give carefully considered reasons for their answers.

- Lessons are conducted at a brisk pace and clear timescales are given for pupils to complete their tasks. Teachers now have higher expectations of what pupils can achieve. As a result, pupils are more highly motivated and keen to complete their work to a higher standard. Parents reported that their children are now carrying out further research at home because they are so interested in the work they are learning in school.
- Learning for disabled pupils and those with special educational needs has improved because there are now specific targets for them to achieve and work is more closely matched to their abilities.
- While reading is taught effectively and pupils are making good progress, a very small number of pupils struggle when reading unfamiliar words and a very few other pupils, including some who are more able, do not always have access to more challenging texts to extend their skills even further.
- In the Key Stage 2 class, pupils have a very clear understanding of how well they have done and what they have to do next to achieve, but some younger pupils are less sure about what they have to do to improve. Marking and feedback are effective and some pupils readily engage in a dialogue with the teacher in order to improve their work.
- Although the quality of evidence gathered by teaching staff to assess children's learning in the Early Years Foundation Stage is improving, this is still not embedded. There are not always enough opportunities for parents to contribute to assessments of what children know and can do and to celebrate their child's achievements. However, provision in the Early Years Foundation Stage is rapidly improving and there are more stimulating and exciting activities for children to engage in both indoors and outdoors.
- Although there is outstanding practice within the school, this is just beginning to be shared within, and beyond, the school.

The behaviour and safety of pupils is outstanding

- Pupils have extremely positive attitudes to learning and are highly motivated as the work provided for them is challenging. Parents report that their children are very keen to come to school and thoroughly enjoy their learning. Attendance is rapidly improving and is now above average.
- Pupils give very thoughtful and reasoned responses to teachers' challenging questions and show high levels of concentration and attention in lessons. They work extremely cooperatively in groups and pairs and show care and consideration towards one another. They particularly enjoy working together to do investigations and explore new ideas. They have a very good understanding of the difference between right and wrong. There are excellent relationships between staff and pupils and between pupils themselves.
- Through the curriculum and acts of worship, pupils have many opportunities to express their feelings and share their views and opinions. In lessons, there are opportunities for them to reflect on their learning. This does much to promote pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour in lessons, in assemblies and around the school is exemplary. They are very polite and courteous, particularly to visitors. Pupils confirm that this is typical over time.
- Pupils have mature and sensible attitudes and take their responsibilities very seriously, such as when acting as members of the school council or when carrying out their roles as classroom monitors.
- Pupils say they feel very safe. They have a clear understanding of the different types of bullying, such as cyber bullying or homophobic bullying and are sure that if any incidents should occur,

they would be challenged by staff. Older pupils have the opportunity to attend safety training through an educational visit, which ensures they have a good understanding of potential dangers. All parents who responded to the 'Parent View' questionnaire indicated that their child feels safe and happy at the school and is well looked after.

The leadership and management is good

- The strong leadership of the two acting headteachers and the newly appointed headteacher has ensured the rapid improvement of the school since the last inspection. They have shown great commitment to ensuring that the quality of teaching and behaviour have improved and this has had a notable impact on raising pupils' achievement. Their vision is shared with all staff, leaders and governors and they all show their determination to continue to improve the school.
- Senior leaders have an accurate view of the performance of the school and where further improvements can be made. This has been demonstrated, for example, through joint lesson observations and scrutiny of work with the inspector. Leaders have accurately evaluated the quality of teaching and the progress made by pupils and fed back to teachers on how learning could improve. Evidence in school records shows that any points for development are followed up during the next observation. Subject leaders also play a valuable part in checking the quality of teaching in their subjects and its impact on pupils' achievement.
- The key issues from the last inspection have been fully addressed and leaders have acted promptly to address any further issues which were identified during the monitoring visits. The quality of teaching, pupils' behaviour, and their achievement, has improved and the school demonstrates its capacity to improve further. The school development plan now identifies appropriate priorities beyond the original key issues from the last inspection.
- Performance management procedures have been developed well and leaders hold staff to account for the progress pupils make through the specific targets set. Teachers' salary progression is linked to pupils' outcomes and the priorities in the school development plan. There are good opportunities for professional development for teachers and teaching assistants, particularly through working in partnership with other schools to share good practice.
- Pupil premium funding is used well to support individual pupils enabling them to attain as well as their peers and also make good progress. The funding is being used effectively to provide additional support for these pupils, training for staff and opportunities for these pupils to go on residential visits. The sports funding is also used effectively to ensure pupils have access to a wide range of sporting activities and that equality of opportunity is promoted. The funding provides effective external support such as sports coaching during, and after, school. This has had an impact in promoting pupils' healthy lifestyles and engaging them in activities which they would otherwise not have the opportunity to try, for example, golf.
- The curriculum is broad and balanced and there are many activities and events to enrich and deepen learning. Teaching now builds more strongly on pupils' previous learning and there is an increased focus on the development of skills across the year groups. Activities provided for pupils are more challenging, stimulating and interesting and this fully engages them in their learning. Pupils' faith and beliefs are supported through effective links with the church and there are some opportunities for pupils to learn about religions and cultures different to their own, for example, through the 'Our World' topic and when younger pupils visited a Mosque and learned about Islam and celebrated Eid. This makes a strong contribution to pupils' spiritual, moral, social and cultural development. Music is strongly promoted within the school and the choir are excited about performing in a concert hall next term.
- This is an inclusive school. All pupils are valued and are able to access all that the school has to offer. There are no signs of discrimination and pupils are enabled to achieve as well as they can.
- Safeguarding procedures meet all national requirements and are regularly reviewed.
- The local authority knows the school very well and recognises the school's successes. Local authority support has reduced as there are no longer any concerns about the school's

performance. However, it will continue to provide any support the school requests.

■ **The governance of the school:**

- Governors have an accurate knowledge about how well pupils are achieving and the school's strengths and areas for development. They understand the school's and national published data and ask probing questions of the school's leaders, requesting explanations for any areas of underachievement. They make regular visits to the school to see for themselves how well pupils are learning. Governors know how performance management procedures have had an effect on increasing teachers' accountability, particularly in respect of the link between performance and teachers' salary progression. Governors have a clear understanding of how the pupil premium and sports funding are allocated and what impact they expect to see on pupils' learning. Governors have ensured that safeguarding procedures are robust and meet statutory requirements. They have been rigorous in making sure that the future leadership of the school is secure by planning carefully to ensure a smooth progression and handover from the acting headteachers to the new headteacher. They have also taken steps to ensure the continued partnership with the leadership at Kell Bank Primary School.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121505
Local authority	North Yorkshire
Inspection number	427732

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	The governing body
Chair	Julian Verity
Headteachers	Penny Vernon (Acting Headteacher) Helen Dudman
Date of previous school inspection	28 June 2012
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