

# Keyingham Primary School

Russell Drive, Keyingham, Kingston-upon-Hull, HU12 9RU

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not good because pupils' progress varies through the school. There are not enough pupils reaching the higher levels in English.
- Although improving, teaching still requires improvement in some classes. Some teachers are not clear about what they want pupils to learn and the more-able pupils are not always given work that is hard enough for them.
- Pupils did not do well in the test at the end of Year 1 that assesses their understanding of letters and the sounds they make.
- Pupils do not have enough opportunities to write at length in other subjects.
- Subject leaders are in the early stages of understanding what they need to do as leaders. Although receiving support and training, they do not yet check how well pupils are performing in their subjects.
- Even though the school has a wealth of information on pupils' progress, leaders, including governors, are not always using it to its best effect so they can have an accurate picture of the school's performance.

### The school has the following strengths

- The school provides a warm, caring atmosphere where pupils want to learn. Pupils say, 'It's like a family here.' This is reflected in the improved attendance rate.
- Displays provide a stimulating learning environment and pupils' spiritual, moral, social and cultural development is promoted well.
- Behaviour and safety are good. Pupils enjoy learning, want to come to school and say that they feel safe at school.
- The school supports those who are facing difficulties well and staff work hard to make sure they are fully included within all aspects of the school.
- The leaders of the school are now focussed on improvement. They have improved the way mathematics is taught, and new methods have been introduced for the teaching of letters and the sounds they make to younger pupils.

## Information about this inspection

- Inspectors observed 14 lessons taught by nine teachers. These observations included watching an assembly and a learning walk. Two of these observations were made jointly with the headteacher.
- Meetings were held with senior staff, teachers, the Chair of the Governing Body and three other governors, a representative of the local authority and pupils.
- Inspectors listened to pupils read and talked with them about their work.
- Inspectors took account of 23 responses to the online questionnaire (Parent View), returns from the 24 staff questionnaires and spoke to parents informally at the start of the school day.
- Inspectors looked at a wide range of school documents such as local authority reports on the school, minutes of meetings of the governing body, the school’s data on pupils’ progress, pupils’ work and other documents relating to safeguarding, behaviour and attendance.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

## Full report

### Information about this school

- This school is slightly smaller than the average-sized primary school.
- The vast majority of pupils are of a White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional government funding to support pupils known to be eligible for free school meals and those looked after by the local authority, is lower than that found nationally.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above the national average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- There have been a few staff changes and currently there is a temporary member of staff.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast and after-school club that is managed by the governing body.

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

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
  - teachers' questioning and the work given probes pupils to think more deeply and particularly challenges the more-able pupils
  - lessons flow at a brisk pace to maintain pupils' interests
  - pupils are clear about what they are learning and know how the activity helps them to learn
  - pupils are not over reliant on using worksheets.
- Increase the proportion of pupils achieving the highest levels in English by:
  - spreading the good practices of teaching of reading that already exists in the school
  - providing more opportunities for pupils to write at length, producing a high standard of work that is neatly presented in all subjects.
- Improve the effectiveness of leadership and management by:
  - strengthening the role of the subject leaders so they can be fully involved in checking and seeing how well pupils are doing in their subject and insisting their work is of a high standard
  - ensuring that all leaders can use information on pupils' progress from data effectively and accurately to evaluate the school's performance
  - developing the skills of the newer members of the governing body so they are more confident in monitoring, checking the school's performance and holding leaders to account.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the Early Years Foundation Stage with skills in all areas that are below those expected for their age particularly in their communication, personal, social and emotional development. Pupils leave at the end of Key Stage 2 with skills that are broadly in line with the national average. However, rates of progress vary as pupils go through the school because the quality of teaching is not consistently good in some year groups owing to previous staffing difficulties.
- Since 2011, standards in mathematics at the end of Year 6 have significantly improved. However, standards in English slightly declined in 2012 and there were significantly less pupils reaching the higher levels in reading and in English. Currently, pupils are on track to be much closer to the national average in all subjects. Standards at the end of Year 2 have slightly declined in 2012 but attainment is still broadly in line with the national average.
- Although pupils are generally making the expected progress in English, few are pushed on to make more than this, and so the more-able pupils are not achieving the higher levels.
- Pupils who took the phonics screening check (assessment on how well they know the different sounds that letters make) in Year 1, did not do very well. Because of this, the school has recently changed the structure for teaching pupils who are in the early stages of learning to read, but it is too soon to know if these changes are making a difference.
- There is a much clearer focus and promotion of reading. Those who read to inspectors were able to use the sounds of the letters to read any difficult words and the older pupils were able to talk about their favourite authors and have a good understanding of them. In some classes, pupils are given a range of incentives which are encouraging them to read more frequently at home and in school.
- The few pupils known to be eligible for the pupil premium make similar progress to that of other pupils in the school because some of the additional funding is used well to employ staff to give extra individual and smaller-group support.
- Disabled pupils and those with special educational needs make expected progress, which is similar to other pupils in the school. This is because they benefit from the extra individual tuition, which is adapted to their needs. This is sometimes offered at the beginning of school; staff do this to ensure that these pupils are fully included in most lessons.

### The quality of teaching

### requires improvement

- In the best lessons, teachers' good subject knowledge helps pupils to learn quickly by developing their investigative skills. This was demonstrated in a Year 6 mathematics lesson on probability where pupils worked in mixed-ability pairs investigating and predicting the different types of outcomes of numbers using a pair of dice. They thoroughly enjoyed this lesson.
- In the Early Years Foundation Stage there is a clear focus on developing children's speaking and listening skills. Good use is made of puppets to engage children and encourage them to talk in pairs. Others gain confidence acting out the 'Nativity' story.
- Teaching over time requires improvement. The quality of teaching is strongest in Years 5 and 6. It is particularly weak in Year 3 because of changes in staffing, which means that pupils do not make consistently rapid progress as they go through the school.
- Typically, the aspects of teaching that slow pupils' learning are:
  - the pace of the lesson is not quick enough and consequently some pupils' attention wanders
  - teachers' questioning does not fully challenge pupils' thinking and the work set is not hard enough for some, particularly for the more able. On occasions, worksheets are provided that do not challenge pupils' thinking and therefore this limits the amount of progress made
  - even though some activities are enjoyed by the pupils, because they are not clear about what

they are learning or how the activity helps them to learn further, they do not benefit fully.

- The teaching of phonics, the sounds that letters make, is not good in all of the sessions because in some the pace of the lesson is too slow. However, in other lessons pupils are actively involved in their learning. This was seen in a Year 2 lesson where pupils were learning the rules of adding the suffix 'ed' to change the tense of a verb. The teacher used a range of successful activities that helped them to understand the different rules to do this.
- Work in pupils' books show that teachers are not planning enough opportunities for pupils to practise their skills by writing at length in subjects other than English. Too little attention is paid to their presentation of work, which is not good enough.
- Teaching assistants work well with those who need additional support, as was seen during a lesson where pupils worked in a small group successfully developing their number bonds to 10.
- Spiritual, moral, social and cultural development is taught well. Examples of this are:
  - teachers providing the opportunity for links with other children in Ethiopia who have become pen pals with whom they correspond
  - the opportunity for pupils in Years 4, 5 and 6 to learn to play a trombone or a trumpet
  - the good teaching of singing, which pupils enjoy, and the use of sign language when they sing, which is helping them to learn to read the words.

### **The behaviour and safety of pupils** are good

- Pupils' attitude to their learning and their behaviour in class are good. Even when the quality of teaching is not good their behaviour does not interfere with their learning. Behaviour around the school is good and the school's documentation confirms this. Pupils respond well to the school's reward systems. There are a few pupils whose behaviour is challenging but this is effectively managed by staff.
- Most of the parents who responded to the online questionnaire (Parent View), staff and pupils say that pupils behave well and feel they are safe in school. Pupils say, 'There's always someone there to help you.'
- Pupils have a good understanding of what bullying is and feel that there is, 'no bullying now'. They feel that the 'anti-bullying week' has helped to improve their understanding. Pupils told inspectors that they use a 'problem box' to put their worries in and these are always dealt with.
- Pupils have plenty of responsibilities around the school, which they take seriously. Some of these include being play leaders where the older pupils develop games in the playground for the younger ones, others are door monitors. All of this helps to develop their personal and social skills.
- Attendance has improved over the last three years and is now above average, which shows pupils' increasing enjoyment of school.
- The school provides a breakfast and after-school club that is managed by the governing body. At both sessions, pupils are settled well and the activities on offer help to develop their confidence.

### **The leadership and management** requires improvement

- The headteacher is very passionate about developing a caring environment where pupils' personal, social and emotional well-being is developed and this is now one of the strengths of the school. However, leadership is not yet good because pupils' achievement and teaching require further improvement. Subject leaders are not fully involved in checking how well pupils are doing in their subjects and are not ensuring that work produced by pupils is of a high standard.
- Leaders have a wealth of data but are not always using it sharply and accurately to assess the school's performance and identify what actions need to be taken.

- A recent well-chosen focus of the school's work has been to develop the quality of teaching in mathematics. Teachers have received extra help through coaching, training and support from the local authority. As a result pupils' achievement in mathematics has improved.
  - Teachers' lessons are observed regularly. Each teacher has a target that is linked to pupil outcomes and is reviewed often. Decisions about rewarding teachers are considered very carefully by governors and senior leaders based on pupils' achievement.
  - A strong feature of the curriculum is the experience given to pupils beyond the classroom, such as having visiting authors and poets into school and going out on visits. Pupils are given the opportunity to attend a variety of clubs. The computer club at lunchtime is very popular as pupils enjoy using their 'virtual learning environment' on the computers. A weakness of the curriculum is the missed opportunity to use these experiences as a stimulus to get pupils to write at length in other subjects.
  - In the Early Years Foundation Stage the curriculum is planned well around the children's interests. There is a good balance in the range and type of activities offered.
  - The school has worked hard to engage with parents by getting the children to do presentations to parents and by inviting them into school, for example, to celebration assemblies. Most parents are positive about the school.
  - Pupils have developed effective relationships with the community by having coffee mornings with the elderly residents who live locally and have worked closely with a local museum to learn about the history of the area.
  - The school ensures that all pupils are fairly treated by providing the extra support for those pupils that need it so they can achieve as well as the others.
  - The local authority provides good support as and when that support is needed and the school has requested it. It reviews the school's performance every year and it has supported the school in its improvements with mathematics.
  - **The governance of the school:**
    - The governing body actively participates in deciding how the pupil-premium funding is allocated and it carefully checks on whether it is making a difference to the pupils. Governors who are part of the process of the performance management have received training. They have a good oversight of the school's strengths and weaknesses as most of them, particularly the Chair of the Governing Body, come in regularly to check how well the school is doing. Governors ensure that safeguarding practices and procedures meet requirements so that pupils are safe. They provide a fair balance of support and challenge to the senior leaders. They have a good grasp of the school's budget. However, there have been a few new members who still need to build their confidence so they can also check the school's performance and hold leaders to account.
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## 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

<b>Unique reference number</b>	134741
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	406567

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

<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>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Towse
<b>Headteacher</b>	Sandra Edmiston
<b>Date of previous school inspection</b>	9 February 2011
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