

Keyingham Primary School

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

Inspection dates 8–9 July 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved since the last inspection. Pupils make good progress and reach the levels expected of them, and often beyond, by the end of Key Stage 2.
- Changes to the Early Years Foundation Stage have led to improvements in children's learning. From a low starting point, the proportion reaching a good level of development is now similar to other children nationally.
- The quality of teaching is good. This helps all pupils, including those who need additional help, to achieve well.
- The school cares about its pupils and is recognised as an inclusive school within the community.
- Pupils are well behaved in and out of lessons. They enjoy coming to school and feel safe. There is good support for a small group of pupils who find it harder to follow the school rules.
- The headteacher and senior leaders increasingly work as a strong team. They have put in place effective actions which have improved the quality of teaching and the pace of pupils' progress.
- The restructuring of the governing body and recent training have enhanced its expertise. Governors are increasingly effective in providing the strategic direction for the school.

It is not yet an outstanding school because

- The proportion of the most able pupils, in all year groups and subjects, reaching the higher levels is too low because work is sometimes too easy for them.
- Pupils lack confidence in their speaking and listening, which sometimes hinders their ability to extend their reading and writing skills.
- Teachers and other adults do not consistently make use of what they know about pupils to intervene quickly to help them to understand what they are learning or how to improve their work.
- The role of middle leaders is not sufficiently developed to help them raise pupils' attainment in all areas of the curriculum.

Information about this inspection

- The inspectors observed teaching and learning in 11 lessons, three of which were jointly observed by the headteacher and deputy headteacher.
- Meetings were held with the headteacher, the senior and middle leaders, four members of the governing body and a representative of the local authority.
- Inspectors observed the school's work, looked at a wide range of pupils' progress data, the school's views of its own effectiveness and its performance-management information. They scrutinised behaviour and safeguarding records and observed behaviour in all classrooms and around the school.
- The inspectors looked at a range of pupils' work in books, listened to pupils read and talked to groups of pupils in Key Stage 2.
- Inspectors took account of 32 responses to the online questionnaire (Parent View), they analysed a recent school survey of parental views and spoke with parents at the beginning of each day.
- Account was taken of 23 questionnaires returned by members of school staff.
- During the inspection, a group of pupils and their teacher attended the 'Big Brid' Sing Festival while others were involved in cycling proficiency.

Inspection team

Pauline Pitman, Lead inspector	Additional Inspector
Michael Wintle	Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school. It has nursery provision.
- Most pupils are of White British heritage.
- The proportions of pupils supported at school action and school action plus or with a statement of special educational needs are above average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school works with other local schools in the area, such as a nearby secondary school and a teaching school. Since the previous inspection, the headteacher has worked with a range of external professionals, including the local authority and one of Her Majesty's Inspectors.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise achievement further, by:
 - ensuring that the work given to the most able pupils, in all year groups and subjects, is challenging enough
 - making sure that all adults in the classroom use the information they have about each pupil to provide rapid intervention to help pupils understand what they need to do to improve
 - providing more opportunities for developing speaking and listening skills to further enhance pupils' reading and writing skills.
- Further improve the leadership and management team by developing the role of middle leaders so that they are in a stronger position to improve the quality of teaching and learning in subjects other than English and mathematics across the school.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement at the end of Key Stage 2 has improved since the last inspection. In 2013, all Year 6 pupils made expected progress in reading, writing and mathematics. Unvalidated data for 2014, indicate this is still the case with a higher proportion of pupils making better than expected progress, especially in writing.
- Standards have also improved. In 2013, the proportion of Year 6 pupils reaching the expected Level 4 and 5 was higher than the national average in mathematics, reading and writing combined. Further improvements are evident in 2014. However, overtime the most able pupils have not made their best possible progress because they have not always been sufficiently challenged.
- At the end of Key Stage 1, overall attainment was broadly in line with the national average in 2013 and has risen in 2014, especially in writing and mathematics.
- Year 1 pupils are now better helped to link letters and the sounds they make (phonics). The proportion of pupils achieving the expected standard in the phonics screening check is now above the national average.
- Most pupils are encouraged to read widely and often, particularly in upper Key Stage 2. Year 6 recently enjoyed a visiting author who inspired them to write their own stories.
- Pupils' workbooks indicate that they practise and apply their literacy and numeracy skills effectively in English and mathematics lessons. However, this is not as evident in other subjects.
- Children join the Early Years Foundation Stage with skills below those typical for their age, particularly in communication and language skills and their personal development. Since the last inspection, the proportion of children reaching the levels expected at the end of the Reception Year has improved. In 2014, the proportion making a good level of development was similar to that found nationally. This represents good progress from children's starting points.
- Disabled pupils and those with special educational needs make good progress. This is because the school has carefully planned a broad range of support to help them to develop academically and socially.
- Pupils known to be eligible for free school meals and who are supported by the pupil premium make similar progress to other pupils across the school. In 2014, there were only five pupils leaving Year 6 who were supported by the pupil premium. All had special educational needs. Although the gap between their attainment and that of others widened slightly they all made good progress from low starting points.
- The gap between the achievement of boys compared with girls, narrowed in all subjects in 2014. As a result of some focussed work, the performance of boys and girls is similar in writing and boys outperform girls in mathematics. The elimination of this disparity and good progress made by disabled pupils, those who have special educational needs and those supported by the pupil premium, indicate that the school effectively promotes equality of opportunity.

The quality of teaching is good

- Teaching is good and has improved since the last inspection as a result of the diligence and determination of the senior leadership team to support and challenge all teachers.
- Lesson observations, work in pupils' books and the scrutiny of achievement data are used increasingly effectively to identify and rectify any weaknesses in teaching and pupils' learning.
- Systems to coach and mentor staff are now in place and the school has made good use of external support, such as the local teaching school and the local authority, to develop the quality of teaching.
- Teachers now work collaboratively to find interesting ways to increase the pace of learning and pupils' productivity. They are more confident to use the school's planning policy to address underachievement. There is still more to be done to tailor teaching to make sure that the most

able, in all year groups, are suitably challenged.

- Improvements in how the data about pupils' achievement are recorded and organised have made it easier for some teachers to develop useful skills check lists to help pupils to understand their English and mathematics targets. They intervene quickly to address misconceptions so that pupils know how to improve. However, this is less effective in other subject areas.
- The teaching of reading and writing is now good and many older pupils say they enjoy reading and writing and practise these skills regularly. Pupils' writing and the mark-making of the youngest children is displayed around the school. Some pupils lack confidence in their speaking skills and are sometimes unable to communicate their ideas to the teacher. For example, during a Key Stage 2 English lesson, a group of boys were unable to use extended sentences or exciting vocabulary without substantial prompting from the teacher.
- Teaching assistants are deployed well in the classroom to support the progress of pupils with statements of special educational needs. Teachers do not always make best use of teaching assistants to support other pupils, including the most able.
- Targeted pupils, including disabled pupils and those with special educational needs, benefit from a range of well-planned support. For example, at the start of the school day, two pupils enjoyed working with an adult to extend a piece of writing they had completed for homework, and a younger child had great fun playing a counting game to help her to successfully sequence numbers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite, sociable and settle quickly to their work. The vast majority of staff and parents say that behaviour is good.
- Pupils enjoy learning and take pride in the quality and presentation of their work. This helps them to make good progress. One pupil said that this year he has loved his lessons and wants to learn. He thought his teacher had worked hard with him to help him to 'write like an adult'.
- Very occasionally, a small group of pupils with special educational needs find it more difficult to concentrate. The school has put in place a behaviour policy which is tailored to help all pupils, including those with behavioural, emotional and social difficulties, to make good progress. Pupils understand this.
- Pupils behave well during the school day, including break and lunchtimes and enjoy socialising and playing well together. At the beginning of lunchtime, the dining room was full of the sounds of happy children who enjoyed eating alongside their friends.
- Pupils say there is very little bullying of any kind. They report that when pupils 'name call' it is dealt with 'seriously and quickly' by the staff.
- Pupils are rarely late and attendance has improved since the last inspection. It is above average in each year group this year. The school has worked successfully to reduce persistent absence, which mainly involves pupils with genuine medical needs.
- The school's work to keep pupils safe and secure is good. Pupils say they are helped to keep safe. Parents agree. During the inspection, pupils were encouraged to become proficient cyclists and they have been taught, during lessons and in assembly, to understand the dangers of social media and how to keep safe outside school.

The leadership and management are good

- Leadership and management are good. Since the last inspection, the senior leadership team has been restructured, including the appointment of an able and dynamic deputy headteacher. As a result, there are greater opportunities for leaders and staff to work as a team and for the headteacher to delegate responsibilities appropriately.
- Leaders' view of the school's performance is now much more precise and accurate and helps the leadership team to prioritise areas for development. Key actions are monitored more closely,

which makes it easier to measure their impact on the quality of teaching and pupils' achievement.

- The headteacher, with effective support from the new leadership team and wider partnerships, such as the local teaching school and the local authority, has put in place more effective systems to check on and evaluate the quality of teaching and its impact on pupils' learning. Regular observations of teaching, scrutiny of pupils' books and analysis of achievement provide a robust evidence base. Swifter actions are then taken to address any weaknesses in teaching and achievement. This has led to improvement in pupils' attainment and progress.
- Leaders at the middle level are less confident in their role and lack the experience to make a full impact on the quality of teaching and pupils' achievement in subjects apart from English and mathematics. More work is needed to equip them with the skills to drive the school forward towards outstanding.
- The headteacher, with support from the deputy headteacher, has pulled together an important range of achievement data. It is well used to analyse achievement across the year groups and subjects. Leaders acknowledge that the way this data is recorded and organised could be even more 'teacher friendly' to help fine tune planning and provision and to help teachers to set more ambitious learning targets for all pupils, but especially the most able.
- The leadership and management of the Early Years Foundation Stage have improved this year. Support has been effective in building the confidence of the leader and her team to enable them to assess children more accurately and to put in place the best provision possible. This has started to have an impact on children's achievement.
- The curriculum is well organised. In the afternoon, the pupils enjoy themed lessons. For example, in a Year 4 lesson pupils learnt about taxation and used their problem-solving skills to use percentages during an imaginary Chancellor of the Exchequer role play. Opportunities for pupils to practise and apply their literacy, communication and mathematics skills are not yet embedded across the curriculum in all year groups.
- Pupils' spiritual, moral, social and cultural development is good. They are sensitive to the needs of others and understand about global issues and being good citizens. Leaders acknowledge that by equipping pupils with a wider understanding of different cultures, beliefs and traditions their determination to eliminate discrimination would be reinforced.
- The new primary school sport funding has been used to develop the role of sports coaches and to buy additional sport equipment. Funding was used to help the school participate in the Withernsea sports tournament. Pupils say they enjoy competitive sport but feel there are too few opportunities to do so.
- Safeguarding and child-protection procedures are good and meet statutory requirements.
- **The governance of the school:**
 - Following the last inspection, the governing body has been restructured and members have attended a number of training courses to help them improve their expertise. For example, a new parent governor benefitted from attending a course on the analysis of data and was encouraged to attend a range of governing body meetings.
 - Governors now have a good understanding of the school's strengths and weaknesses. Data analysis is effectively used to help them ask pertinent questions about the quality of teaching and learning and to hold the school to account. Governors are also better able to demonstrate the impact of pupil premium and the new primary school sport funding on pupils' achievement and well-being.
 - The link between pupils' performance and teachers' pay is clear and governors are fully aware of what measures are in place to tackle any relative weaknesses in teaching.

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	134741
Local authority	East Riding of Yorkshire
Inspection number	442295

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	207
Appropriate authority	The governing body
Chair	Sharon Towse
Headteacher	Sandra Edmiston
Date of previous school inspection	12 December 2012
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