

Kirkbampton CofE School

Kirkbampton, Carlisle, Cumbria CA5 6HX

Inspection dates

27–28 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- The progress that pupils make in mathematics and writing across key stage 1 and key stage 2 is not strong enough.
- There are gaps in pupils' learning. For example, pupils' weak mental calculation slows their progress when solving mathematical problems.
- Teachers' expectations of what pupils can achieve are not always high enough. In some instances, the quality of pupils' writing across subjects is poor.
- The most able pupils are not sufficiently challenged to make the progress of which they are capable. As a result, few reach greater depth in writing and higher standards in mathematics by the end of Year 6.
- Subject leaders are relatively new to their roles. They are still developing ways to improve their areas of responsibility.
- The raft of changes that the headteacher has introduced are not all fully embedded. For example, it is too soon to measure the impact of the new curriculum on pupils' outcomes.
- Some pupils lack depth in their understanding of faiths and cultures found across Britain.
- Some parents and carers find communication between school and home weak.
- Governors lack systems with which to evaluate some aspects of the school's work.

The school has the following strengths

- The former interim headteacher and current headteacher have implemented many necessary changes.
- The staff are committed to improving all aspects of school life.
- Children get off to a good start in the early years. They settle extremely well into school, respond well to the interesting curriculum and make good progress.
- As a result of effective phonics teaching, pupils do well in the Year 1 phonics screening check. Teachers and teaching assistants promote a love of reading and this is reflected in pupils' good outcomes in reading across each key stage.
- Leaders ensure that pupils are safe. Pupils behave well in lessons and around the school. Their above average attendance demonstrates their enjoyment of school.

Full Report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - securing consistently good teaching across key stage 1 and key stage 2 in order to secure good progress, particularly in writing and mathematics
 - developing the skills of subject leaders so that they can effectively improve pupils' outcomes in their areas of responsibility
 - embedding the new curriculum and providing more opportunities for pupils to deepen their knowledge and understanding of cultures and faiths that may be different to their own
 - ensuring that governors have the necessary skills to develop systems to accurately measure how well the school is doing
 - reviewing lines of communication to ensure that parent and staff views of school life are heard by senior leaders and governors.
- Improve the quality of teaching and learning in order to raise pupils' achievement by:
 - providing more regular opportunities to develop pupils' mental arithmetic skills in order to accelerate their problem-solving skills
 - building on the whole-school approach to teaching mathematics and addressing gaps in previous learning
 - ensuring that teachers have high expectations of what pupils can achieve, particularly in writing in all subjects
 - providing the most able pupils with challenging work so that more reach the higher standards by the end of Year 6.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because the quality of teaching, learning and assessment is not good enough in key stage 1 and key stage 2. As a result, pupils have gaps in their knowledge, particularly in writing and mathematics.
- The headteacher has introduced a system for measuring pupils' progress across the school. Teachers now have clearer information on the progress of individuals and groups of learners which informs the planning of lessons to support learning. However, gaps in pupils' knowledge remain, especially for the older pupils. For example, some pupils do not know their times tables.
- Prior to the appointment of the interim headteacher, there were no subject leaders. The interim headteacher appointed leaders of English and mathematics in the autumn of 2017. The current headteacher appointed leaders for other subjects in September 2018. All subject leaders are therefore at an early stage in developing their skills to improve pupils' outcomes in their areas of responsibility.
- The headteacher has sound plans to drive the school's improvement which have been endorsed by governors. Based on the plans, she has also introduced ambitious targets for staff to achieve, and this is now linked to salary progression.
- The headteacher has developed links with other schools so that teachers and leaders can learn from good practice. These links are at a relatively early stage of development. The headteacher provides a range of professional development opportunities for staff which are enabling them to develop their skills. An example of the impact of this is evident in the improved quality of provision in the early years.
- The headteacher ensures that the pupil premium funding is used to benefit the few disadvantaged pupils. During the last academic year, the progress of disadvantaged pupils was similar to that of other pupils in the school but lower than that of other pupils nationally.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is now used well. Staff implement individual education pathways that address the specific needs of a pupil, with bespoke support from teachers and teaching assistants. When needed, the school sources external professional support from a wide range of agencies with whom staff work well.
- The headteacher has used the specialist funding for physical education and sports to invest in resources to expand the experiences of pupils in a range of sports.
- In addition to focusing on improving core subjects, the headteacher instigated the implementation of a new curriculum in September. This is aimed at broadening pupils' knowledge and skills but it is too soon to see the impact on pupils' outcomes. Pupils are provided with a raft of opportunities to engage in the arts. All pupils in Years 3 and 4 learn to play the saxophone and pupils relish the opportunities to participate in performances for the local community. Pupils' spiritual, social, moral and cultural development is fostered through assemblies, as well as lessons. Older pupils demonstrate their sound understanding of British values but their knowledge of other cultures and faiths lacks depth. A varied range of experiences, including out-of-school

activities and trips, further enrich the curriculum and broaden pupils' experiences.

- Most parents would recommend this school to other parents. However, a significant minority raised concerns about lines of communication between school and home.

Governance of the school

- Governors recognise that they need to develop their skills and systems to accurately assess how well the school is doing. For example, there are no formal systems to measure the well-being of staff, nor the views of parents.
- Governors took appropriate action to appoint a temporary headteacher for a term, prior to the current headteacher taking up post.
- Governors are rightly proud of how effectively staff provide opportunities for pupils to engage with and play a pivotal role in the local community.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that pupils' safety is a high priority and that staff are vigilant. They make sure that staff receive appropriate training to identify any signs of possible danger or potential abuse. Leaders have created a culture in which pupils feel safe and know that they have someone to talk to if they are worried.
- The procedures for reporting any incidents or concerns are clear. The school works with parents and external agencies to make sure that pupils are safe.
- Most parents who responded to Parent View, Ofsted's online questionnaire, believe their children are safe in school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is insecure across the school and across subjects in key stages 1 and 2.
- Teaching does not always provide pupils, especially the most able, with challenging enough tasks to achieve at the higher standards. In contrast, other pupils find the work too hard because of gaps in their knowledge resulting from previous weaknesses in teaching.
- Improving the teaching of mathematics remains a priority across key stage 1 and key stage 2. Some pupils lack confidence in using their times tables and their ability to calculate mentally is insecure. This slows their progress when working on mathematical problems. As a result, some pupils, including the most able, do not make the progress that they should. In key stage 1, pupils' lack of pride in the presentation of their work leads to inaccuracies when working on calculations.
- When scrutinising pupils' writing in English, across other subjects and topic work, it was evident that teachers' expectations of the quality of pupils' work are not high enough. However, examples of high expectations were seen in upper key stage 2. The introduction of global awareness sessions ignites pupils' imaginations and the sharing of ideas inspires pupils to write at length. This leads to better progress in the

development of pupils' writing.

- The teaching of phonics is a strength, with sessions that challenge pupils to think and work hard. The younger pupils who read to the inspector could work out unfamiliar words by blending sounds together. The older pupils who read to the inspector had a good understanding of the importance of reading. They enthusiastically explained their preference for certain authors and genres of books. They read with fluency and a great deal of expression and could accurately retell the story in their own words.
- Support for pupils with SEND is becoming more effective, enabling pupils to make similar progress to their peers with similar starting points. The work of teaching assistants contributes effectively to the sound progress of this group of pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff make it a priority to encourage pupils and to help them feel positive about themselves and their lives. As a result, pupils have good self-esteem and show respect for each other, staff and visitors to the school.
- Pupils are punctual and quick to return to lessons after social times. They move around the school sensibly.
- The school's culture promotes pupils' welfare effectively. Pupils who talked to the inspectors said that they feel safe, enjoy school and are listened to. They have a clear understanding of how to stay safe when meeting strangers or travelling on or near roads. They have a strong knowledge of how to use the internet and social media safely.
- Pupils talked excitedly about being members of after-school clubs and about trips beyond their local environment which enrich their life experiences. However, pupils' knowledge and understanding of faiths and cultures found across Britain is lacking in depth.
- The vast majority of parents who responded to Parent View believe their children are happy at school.

Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils have positive attitudes to learning. They listen carefully, concentrate and take pride in their work.
- Leaders and staff work successfully to set clear expectations for pupils' behaviour throughout the school. As a result, pupils respond positively to staff and are polite.
- The vast majority of pupils behave well. When rare incidents of poor behaviour occur, staff quietly, but effectively, manage pupils' behaviour. There are clear reward systems for good behaviour and sanctions for inappropriate behaviour.
- Pupils understand what behaviour, including that online, might constitute bullying.

They say that bullying is rare but staff use transparent systems to deal with issues when they arise. Some parents raised concerns with the inspector in relation to particular incidents. The inspector was satisfied that staff use appropriate systems and procedures when bullying occurs.

- Pupils' attendance is higher than the national average which reflects how much they enjoy school.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because the quality of teaching has not been good enough over time. This is primarily because there was no whole-school systematic approach to checking pupils' progress from which teachers could then plan appropriate learning.
- The progress that pupils have made across key stage 2 since the previous inspection has declined. At the end of Year 6, the proportion reaching the expected standards in reading, writing and mathematics combined was higher than the national average in 2018. This was an improvement on the previous year but none reached the higher standards in all three core subjects. Although there are signs of improvements in pupils' progress in Years 5 and 6 currently, pupils have gaps in their knowledge and skills, particularly in writing and mathematics across key stage 2.
- In key stage 1, attainment in writing and mathematics was lower than the national average with too few pupils reaching greater depth in these subjects in 2017 and 2018. Teachers in key stage 1 are continuing to prioritise improving pupils' writing and mathematics skills. Teachers' previous focus on improving reading paid dividends. The proportion of pupils reaching the expected and greater depth in reading was above the national average in 2018. The pupils who the inspector listened to in guided reading sessions demonstrated strengths in building their fluency and understanding of what they had read.
- The proportion of Year 1 pupils reaching the expected standard in the phonics screening check was in line with the national average in 2017 and higher in 2018. This is a reflection of how well teachers and teaching assistants engage the younger pupils in phonics sessions. Teachers and teaching assistants have a whole-school approach to teaching phonics and pupils respond well to the consistency and enthusiasm of staff during these sessions.
- In 2018, Year 6 pupils' achievement in spelling, punctuation and grammar tests was higher than the national average and a significant improvement on previous years. The recent implementation of daily sessions to improve spelling, punctuation and grammar is clearly having a positive impact on improving this aspect of pupils' writing.
- Over time, too few of the most able pupils, including those who are disadvantaged, reached the standards that they should for their age and ability. However, recent changes to teaching are beginning to help these pupils make greater progress. Nonetheless, there is more to do to ensure that they gain greater depth in their learning.
- There are very few pupils who are supported by pupil premium funding. The progress of individuals is now monitored carefully, with regular review of the effectiveness of

interventions. Consequently, these pupils are beginning to catch up with their learning.

- The progress of some pupils with SEND is improving. This is linked to the impact of support from teaching assistants who have developed their skills in helping pupils with their learning.

Early years provision

Good

- Leadership and teaching in the early years are good. The proportion of children in 2018 who achieved a good level of development was higher than the national average, demonstrating a significant improvement on recent years.
- Staff have a good understanding of the early years and ensure that the children get off to a good start. They know the children and their families well. The quality of teaching is strong. Teachers have high expectations based on sound assessment of children's achievement.
- Children's individual development is captured in learning journeys which clearly highlight the good progress that children make. The learning journeys provide a good mix of evidence, for example photographs, notes on focused observations and pieces of children's work: these are shared with parents. Parents also contribute to these learning journeys by sharing what their children do beyond school.
- The learning environment indoors is well resourced. The school is awaiting planning permission to develop the outdoor area, which is currently not as inspiring as the classroom environment. Staff plan activities well and provide children with a wide range of experiences which cover all areas of their learning. Staff develop children's interests and are proactive in providing support and challenge.
- Children show that they are highly interested, have good learning routines in place and listen well. For example, those preparing vegetables to make a winter broth demonstrated care and safety when using knives to chop the vegetables. They carefully listened to the teacher as she demonstrated how to chop the vegetables. Good questioning by the teacher helped them to think about the order in which they were going to make the broth.
- Behaviour is good. Excellent transition arrangements prior to starting school help children to settle extremely well into school life and routines. During the inspection, it was clear to see how happy the children are to come to school and this was reflected in conversations with parents. From an early age, children show respect for each other, the adults around them and visitors to the school.
- Welfare requirements are met. The provision is well staffed. It is a safe environment and all statutory school policies are in place, ensuring that pupils are safe and feel safe.

School details

Unique reference number	112252
Local authority	Cumbria
Inspection number	10046397

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Alan Lightfoot
Headteacher	Andrea Armstrong
Telephone number	01228 576377
Website	www.kirkbampton.cumbria.sch.uk/
Email address	head@kirkbampton.cumbria.sch.uk
Date of previous inspection	9 July 2007

Information about this school

- This is smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils with SEND is similar to the national average.
- The proportion of disadvantaged pupils is much lower than the national average.
- The headteacher was appointed in January 2018. In the autumn term of 2017, there was an interim headteacher.

Information about this inspection

- The inspector observed teaching and learning in all classes. Sessions were observed jointly with the headteacher.
- The inspector met with representatives of the governing body. She had telephone conversations with the chair of the governing body and with a representative of the local authority. The inspector met with a representative from the diocese.
- The inspector held a meeting with a group of pupils from key stage 2 and talked with pupils in classes and also around the school.
- The inspector listened to a small number of pupils from Year 2 and Year 6 read.
- A range of pupils' books and tracking records were scrutinised with the leaders of English and mathematics.
- The inspector spoke with a number of parents to seek their views. The 60 responses to Parent View, Ofsted's online questionnaire, were analysed.
- The inspector scrutinised a variety of documentation, including the school's self-evaluation and development plan, records of governing body meetings and records relating to pupils' behaviour and attendance. A range of documentation regarding safeguarding was also scrutinised.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

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