

Keyingham Primary School

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

Inspection dates

21–22 March 2019

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

Summary of key findings for parents and pupils

This is an inadequate school

- Arrangements for safeguarding, including in early years, are not effective. Leaders do not meticulously record the actions taken in response to child protection concerns or demonstrate that they respond swiftly and appropriately to all safeguarding concerns.
- Leaders' plans for improvement lack precision and are not tightly linked to improving pupils' outcomes.
- Governors do not hold leaders to account effectively. In turn, leaders do not hold teachers to account effectively. As a result, the quality of teaching has not improved sufficiently to enable all pupils to achieve well.
- Middle leadership is underdeveloped. This limits the impact these leaders have on improving teaching and pupils' progress.
- Pupils' current work shows that teachers' expectations of what pupils can achieve are not consistently high in all classes.
- The quality of teaching is too variable. Staff do not use assessment information well to plan teaching to tackle the gaps in pupils' learning. This limits pupils' progress, particularly for the most able, disadvantaged pupils and some pupils who have special educational needs and/or disabilities (SEND).
- Occasionally, when pupils are not sufficiently challenged, they become distracted and lose focus. This is especially the case for the most able pupils.
- Reading books are not matched precisely to pupils' phonic skills, particularly at key stage 1 and for pupils with low prior attainment. This hinders their progress in reading.
- Persistent absence is too high. A considerable proportion of disadvantaged pupils do not attend school regularly enough to achieve well.

The school has the following strengths

- Outcomes for children in early years have improved steadily over the last three years and more children are ready to access the curriculum in Year 1. Pupils with SEND who have one-to-one support make strong progress.
- Despite the shortcomings in the safeguarding arrangements, pupils say that they feel safe and happy at school and want to achieve well. Relationships throughout the school are positive.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Urgently ensure that leaders and governors fulfil their statutory safeguarding responsibilities, by making sure that:
 - safeguarding policies and procedures are consistently applied
 - leaders act promptly and appropriately in response to any concerns raised about pupils, record the actions they take and, where appropriate, liaise with external agencies
 - record keeping in relation to safeguarding is detailed and well maintained
 - all staff understand and consistently apply the procedures for reporting and recording concerns about pupils' safety and well-being
 - all staff have the necessary knowledge of the risks pupils may face in their lives at home or school
 - governors responsible for safeguarding hold leaders to account for this aspect of work.
- Improve the effectiveness of leadership and management, by ensuring that:
 - effective action is taken to improve the quality of teaching and learning so it is at least good throughout the school
 - governors are clear about their roles and responsibilities and are effective in holding leaders to account, particularly in relation to pupils' progress
 - pupil premium funding is spent effectively, leading to rapid improvements in the attendance and achievement of disadvantaged pupils
 - the quality of plans and provision to support pupils with SEND enables pupils to achieve their full potential
 - the skills of middle leaders are further developed to enable them to take greater responsibility for leading improvements in the areas they oversee
 - the proportion of pupils who are regularly absent from school reduces rapidly.
- Improve the quality of teaching and learning so that all pupils make good progress in a wide range of subjects, by ensuring that:
 - teachers have consistently high expectations of what all pupils can achieve, including the most able children in early years
 - all pupils, but particularly the most able, are given work that is appropriately challenging to help them achieve at the higher standard in all subjects
 - teachers plan work that stimulates pupils' love of learning and fully holds their interest

- the books pupils use to practise their early reading skills are precisely matched to their phonic knowledge, particularly for pupils with low prior attainment
- pupils are supported to make better use of their prior learning when tackling new concepts
- targeted support for disadvantaged pupils and pupils with SEND is well planned and effective in helping pupils to catch up quickly
- teachers assess pupils' progress closely and use this information to plan work that will deepen pupils' knowledge and understanding as soon as they are ready to do so.

It is recommended that the school undertakes an external review of the use of pupil premium funding to determine how this aspect of the school may be improved.

It is also recommended that the school undertakes an external review of governance to determine how this aspect of the school may be improved.

The school may not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and governors have failed to ensure that all safeguarding policies, practices and procedures are effective and consistently adhered to. They have not fulfilled their duty to ensure that safeguarding concerns are recorded fully and accurately. For example, leaders cannot demonstrate, through their record keeping, that, where necessary, they refer their concerns to other agencies appropriately and swiftly. Consequently, leaders have potentially left pupils at risk.
- Leaders have not acted quickly enough to improve the overall quality of teaching. Inconsistencies in the quality of teaching mean that pupils are not making the good progress they should, particularly in reading and mathematics.
- Senior leaders did not respond effectively to advice from the local authority. Following the results of 2018, and the previous inspection in October 2018, the school is now working more effectively with the local authority and partnership schools to improve provision.
- Leaders do not focus sufficiently on improving the progress made by different groups of pupils. Teaching is too variable to ensure good progress among all pupils, but especially for the lower attaining, the most able and disadvantaged pupils.
- Leaders' plans for improvement did not have the expected impact in improving pupils' outcomes in 2018. Pupils are still not making consistently good progress in all classes. Leaders have an over-generous view of the school's performance.
- The leader of provision for pupils with SEND is relatively new to the role and has not had the training needed to ensure that provision for these pupils is effective. Pupils who have individual support plans often achieve well. However, the school has identified a high proportion of other pupils who need help with their learning. Plans to support these pupils are not precise enough to measure their progress effectively, so their progress is variable.
- Subject leaders for English and mathematics are keen to improve provision in order to raise standards. Recent initiatives to improve the teaching of reading, writing and mathematics are having a positive impact. However, middle leaders do not have a clear understanding of the quality of teaching and learning across the school, so their ability to improve teaching and pupils' progress is hampered.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is developed well. Pupils have many opportunities to study different musicians and artists, significant events in history, and cultural traditions around the world. Through assemblies and the wider curriculum, pupils learn about what it means to be British and to respect the views of others as they explore democracy, equality and diversity.
- Leaders spend the physical education (PE) and sport funding on additional coaching to enhance pupils' enjoyment of PE. The use of this funding has increased pupils' participation in a range of sporting activities.

Governance of the school

- Governors have not ensured that safeguarding is effective.
- Governors do not have an accurate view of the quality of teaching and the outcomes for different groups of pupils. This includes disadvantaged pupils, who continue to achieve less well than their peers. Governors have not recognised that targets in the school's improvement plan are not ambitious enough to raise standards quickly. They do not challenge leaders appropriately to ensure that rapid improvements are secured.
- Governors do not hold leaders to account effectively for the spending of additional funding. For example, they do not challenge leaders to evaluate the impact of their spending on the achievement and attendance of disadvantaged pupils. Governors' expectations of staff and pupils are not high enough.
- Governors have a suitable range of relevant skills and are keen to offer support to school leaders.

Safeguarding

- The arrangements for safeguarding are not effective.
- Although staff are mostly clear about how they should report concerns, some are not suitably knowledgeable about the risks pupils may face. A few staff are complacent in their approach to safeguarding, believing that certain risks are unlikely to affect their pupils. A culture of vigilance has not been developed well in the school.
- Records do not demonstrate that child protection concerns are consistently followed up. The school's actions are not documented rigorously. Where other agencies are involved with pupils and families, designated leaders have not ensured that effective systems are in place to check that actions and communications in relation to child protection are timely and appropriate. Leaders have not checked that communications with families and children's services are recorded fully. These shortcomings place pupils at risk of potential harm.
- Leaders ensure that all staff are vetted and checked for their suitability to work with children.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment, across year groups and subjects, is too variable. Work in pupils' books, observations of teaching by inspectors, and school assessment information show that teachers' expectations of pupils are not high enough. Too often, tasks lack challenge. This hinders pupils' progress over time, particularly for the most able pupils in key stage 2.
- Teachers do not use their knowledge of pupils' previous learning or end-of-year targets to plan effectively for all pupils. Too often, the most able do not move on to harder work when they are ready to do so. Teaching does not address gaps in pupils' skills and knowledge well enough. As a result, some of the most able pupils, including some who are disadvantaged, do not make the progress of which they are capable.
- The teaching of phonics enables pupils to learn letters and the sounds they represent.

However, sometimes pupils divorce their learning in phonics from their reading and writing tasks. As a result, pupils do not consistently apply their phonic skills to help them to read and write proficiently. Occasionally, the books pupils receive to practise their early reading skills in key stage 1 contain words they cannot decode because they do not relate to the phonics they have learned. This hinders pupils' progress in reading, especially that of the less confident readers. Generally, however, most pupils enjoy reading, and especially value the opportunities to discuss books with their teachers. As some pupils explained to inspectors, 'that helps us to understand what the author is trying to say, and shows us how we can make our writing more interesting'.

- Leaders have introduced a new approach to the teaching of reading. As a result, pupils are taught a range of reading comprehension skills, including retrieval, prediction, sequencing and inference. This has ensured that the vast majority of current pupils are now making better progress in reading than in the past. Teachers select class novels, books and texts linked to the current curriculum topic as the basis of reading lessons. However, some of the lower attaining pupils are unable to read the ambitious texts fluently and so their progress is hindered significantly.
- In some classes, teaching is not focused sufficiently on improving the accuracy of pupils' writing. Too many pupils continue to make basic errors in spelling and simple sentence construction. This hampers their ability to write with the accuracy and complexity that are expected for their age, especially among less confident writers. The most able pupils are not challenged sufficiently well. For example, too few achieved at the greater depth standard in writing in 2018 at the end of key stage 1.
- The school adopted a new scheme to support the teaching of mathematics last year. Pupils, especially the most able, now have regular opportunities to become fluent in their number work and use these skills to problem solve. However, some pupils struggle to work systematically when tackling multi-step word problems. Some pupils find it difficult to apply their prior learning, for example their knowledge of multiplication tables and number bonds, where they do not have the appropriate resources and support to cement their understanding.
- Pupils' presentation of their work is improving. Very recently, leaders introduced a new scheme of work to improve pupils' skills in letter formation when using the cursive form. Most pupils are responding positively to these higher expectations for handwriting and are trying hard to improve.
- Some teachers and teaching assistants use questioning effectively to encourage pupils to explain their thinking so that they gain a deeper understanding of important concepts. This practice is not consistent across the school. On occasions, some pupils become restless and inattentive. This is because some lower attaining pupils find tasks too difficult and the most able pupils are not challenged sufficiently to move on to harder tasks that are well within their capability.
- Teaching assistants provide vital support to pupils with SEND to help them achieve well. Teaching assistants have a detailed understanding of pupils' individual needs. They are skilled in providing appropriate support to develop pupils' independence, as well as extending their knowledge and skills. Those pupils who have specific one-to-one support to meet their individual needs make good progress. The progress of other pupils with SEND is more variable.
- The teaching of subjects beyond English and mathematics enables pupils to study a

range of topics to broaden their knowledge and interests. However, although teachers ensure pupils cover the age-related expectations of the national curriculum, they do not always deepen pupils' knowledge and skills so that they can achieve at the higher standard successfully.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' welfare is not promoted as effectively as it could be. The process to forward concerns about pupils is not as robust as it needs to be. Although the majority of staff know what to do if they have concerns, some staff do not report these in a timely manner. In addition, when such concerns are reported, they are not always followed up rigorously enough.
- Pupils are kind to others and show respect towards all staff and pupils they engage with. Relationships are generally very positive. Pupils value the opinions of others and work happily, cooperatively and enthusiastically in lessons. Their attitudes to school and to learning are mostly positive.
- Pupils enjoy a range of leadership roles around the school and take pride in being monitors, for example, at breaktimes to check that everyone plays safely and sensibly. Most pupils show high levels of maturity in taking responsibility for the smooth running of their school. For example, they show great independence in setting out and clearing away play equipment and sharing resources fairly. Older pupils look after younger ones and look out for others in the playground if play gets too boisterous.
- Through topics and themes in subjects across the curriculum, pupils develop a healthy appreciation of what it is to be British and how society operates beyond school. Their cultural and social awareness is developed through learning across the curriculum. Pupils respond well to fund-raising through non-uniform days and sponsored events to support projects in school and further afield. Pupils learn about what life is like for people in other countries and communities. Pupils know that everyone has the right to be treated with respect. Most pupils are tolerant and welcoming of diversity.
- Pupils spoken to by inspectors say that they feel safe at school and that bullying is rare. They say that if it does happen, teachers deal with it straight away. As some explained, 'Bullying is unkind and cruel – you must never do it because it makes people unhappy.' Pupils understand how to keep safe when using the internet and they know whom to go to when they are worried or upset at home or school.
- Most parents spoken with indicate that their children are happy at school. Parents are positive about the variety of after-school clubs on offer and the wraparound care the school offers to families who need this support before and after school.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attendance rates continue to remain below the national average, dipping again in 2018. Persistent absence was too high in 2018. Leaders have not been successful in addressing low attendance, especially that of disadvantaged pupils. Too many pupils miss school too frequently and this hampers their learning.
- In a small minority of lessons, there is some restless and inattentive behaviour that impedes pupils' progress. This generally occurs when teachers do not plan work that is suitable for pupils' abilities.
- Pupils conduct themselves well at most times of the school day. This is the result of the positive relationships that they have with the adults in school and with each other. Pupils understand that there are a few individuals who find it difficult to manage their behaviour appropriately. They try to avoid being distracted by this. Most pupils are polite, courteous and caring. They want to please, and cherish the rewards they receive for their efforts.

Outcomes for pupils

Requires improvement

- Pupils' progress by the end of Year 6 has been variable over time. In 2018, following leaders' actions to improve the teaching of writing and mathematics, the proportion of pupils reaching the expected standard in these subjects was closer to the national average. However, in 2018, pupils at the end of Year 6 did not make the progress of which they were capable, particularly in reading and mathematics. Pupils' progress in mathematics was significantly below average in both 2017 and 2018.
- Over the last three years, pupils' attainment at the expected standard at the end of Year 2 has been below the national averages in reading, writing and mathematics. Pupils' attainment in science was also well below the national average in 2018.
- A review of work for pupils currently in the school shows that most pupils are now working at the standards expected for their ages, which is an improvement. However, the progress of pupils capable of attaining the higher standard is hampered because teachers do not consistently plan teaching that builds on what pupils already know and can do.
- Outcomes for the small number of disadvantaged pupils in each year group are variable, including for those capable of working at the higher standard. Disadvantaged pupils do not receive the support they need to catch up with other pupils nationally. In addition, a small proportion of disadvantaged pupils have higher rates of absence. This has a detrimental effect on their achievement.
- Generally, those pupils with SEND who have appropriate individual targets and receive one-to-one support achieve well. For other pupils with SEND, work is not sufficiently well matched to their needs and they do not receive the support they need to make consistently good progress.
- Pupils write regularly, using a range of styles, in subjects such as history and geography. The variability of pupils' writing skills is more noticeable in the quality of pupils' writing produced in these subjects, which is not as accurate as the work they produce in English.

- Developing pupils' mental fluency and problem solving in mathematics is a high priority for leaders. A review of pupils' work shows that pupils have increasing opportunities to use their mathematical knowledge and skills to solve problems. However, although pupils are becoming increasingly confident in using these skills, few are working at greater depth.
- Following improvements to the teaching of phonics in the last two years, the proportion of pupils meeting the expected standard in the Year 1 phonics screening check has increased and is close to the national average. By the end of Year 2, most pupils have acquired the phonic knowledge and skills they need to read accurately and understand what they are reading. A few less confident pupils are working at standards well below those expected for their age. This is because their phonic skills are insecure, which impedes their fluency and their enjoyment of reading.

Early years provision

Inadequate

- Despite the good provision and outcomes for children in early years, the effectiveness of early years provision overall is inadequate because of the ineffective safeguarding arrangements in place across the school.
- Leaders have suitably high expectations of what most children in early years can achieve, particularly in their personal development and in reading and writing. Occasionally, staff could provide more challenge to some of the most able children.
- The early years staff promote children's physical, social and emotional development effectively. Children's starting points in this area of learning and in their communication and language skills are often below what is typical for their age when they join the school. Published data shows that the proportion of children leaving early years with a good level of development has been below the national average over time. However, the gap has narrowed year on year, and in 2018, the proportion of children attaining a good level of development was closer to the national average. Children in early years currently are on track to achieve well and some are already exceeding the standard expected for their age. Most are well prepared for their learning in Year 1.
- Relationships between adults and children are strong and teachers' expectations of behaviour are high. Staff establish clear routines for children to follow and quickly intervene where children fall short of what is expected of them. Consequently, most children behave well at all times. They cooperate well, willingly sharing equipment. Any children who struggle with social skills are reminded consistently of what is expected and, as a result, their behaviour improves.
- The teaching of phonics across early years is effective. A few children struggle to sustain concentration, but staff persist in their efforts to involve everyone where possible. Staff identify individual needs quickly and seek specific guidance from other professionals where necessary, for example from speech and language therapists or those skilled in specific special educational needs. Teachers elicit parents' support well and keep them fully informed about their child's progress and achievements.
- Teachers plan well to support language development. Children show good levels of concentration and independence when engaging in these activities. They are keen to learn and seek help if they are unsure as to what to do. They enjoy rehearsing familiar stories, they 'read' to each other, inventing new versions if they lose the original plot.

As one child explained assuredly, 'This is my story and I can say what I want!'

- Leaders are vigilant in making sure that children learn and play safely and in reminding them to dress appropriately, for example when playing with paint or water. As a result, children appear happy and secure in their learning. Relationships between staff and parents are strong. Parents appreciate the support and encouragement they receive from members of staff. Parents say that their children are well supported and settle quickly. As many noted, 'The school is a very friendly, happy place and my child can't wait to be here.'

School details

Unique reference number	134741
Local authority	East Riding of Yorkshire
Inspection number	10086824

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Dominic Boynton
Headteacher	Sandra Edmiston
Telephone number	01964 622319
Website	www.keyinghamprimaryschool.co.uk
Email address	keyingham.primary@eastriding.gov.uk
Date of previous inspection	October 2018

Information about this school

- Keyingham Primary School is smaller than the average-sized primary school.
- Children generally start in Nursery in the term after their third birthday.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils receiving support for special educational needs is above average. The proportion of pupils who have an education, health and care plan is above average.
- Almost all pupils are of White British heritage. Very few pupils speak English as an additional language.
- The school has a breakfast club and after-school childcare provision.

Information about this inspection

- Inspectors observed learning across the school in a range of subjects. Most of these observations were carried out jointly with senior leaders.
- Inspectors reviewed pupils' work, talked to pupils about their learning and listened to them read. Inspectors observed pupils' behaviour in lessons and around the school, including at playtimes and lunchtimes. The inspection team gathered pupils' opinions about the school through formal and informal discussions (pupils did not submit any responses to Ofsted's pupil survey).
- Inspectors met with senior and middle leaders, the chair of governors and one other governor, a representative from the local authority, and all staff. They also considered the 24 responses to Ofsted's staff survey.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plans, minutes of governing body meetings, safeguarding documents and monitoring records of the quality of teaching and learning. Inspectors also evaluated information relating to pupils' outcomes, behaviour and attendance.
- Inspectors took account of the views of 55 parents who responded to Ofsted's online questionnaire, Parent View, and the 52 free-text responses.

Inspection team

Rajinder Harrison, lead inspector

Ofsted Inspector

Phil Riozzi

Her Majesty's Inspector

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