

# Kirkbymoorside Community Primary School

Inspection report

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<b>Unique Reference Number</b>	121303
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	292073
<b>Inspection dates</b>	9–10 July 2007
<b>Reporting inspector</b>	Clive Petts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sally Sunley
<b>Headteacher</b>	Mrs Gillian Hardacre
<b>Date of previous school inspection</b>	4 March 2002
<b>School address</b>	Westfields Kirkbymoorside York North Yorkshire YO62 6AG
<b>Telephone number</b>	01751 431517
<b>Fax number</b>	01751 431898

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Kirkbymoorside is a smaller than average school in a rural market town in North Yorkshire. Almost all pupils are from a White British heritage and none is learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below the national average as is the proportion of pupils with a statement of educational need. During the last year the school has gained a National Healthy School Award, Investors in People Status and an International School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school that provides good value for money. It enjoys very high levels of support and confidence from parents. 'The school is a happy vibrant place which gives the children so many activities and opportunities,' is a comment that typifies the view expressed by many parents. As a result of high quality care and support, pupils confidently describe how they feel safe and secure. They receive much encouragement from teachers to do as well as they can. They respond extremely well by adopting mature and sensible attitudes to school life. The pupils are very aware of their social responsibilities both within the school and in the local community. They have an excellent knowledge of the benefits of a balanced diet, keeping active, staying fit and adopting a safe lifestyle. Parents too are quick to acknowledge and praise the high quality of care and support provided for pupils. 'You can't easily find such dedication and total care, but it does exist at Kirkby,' is a comment that encapsulates the views of many. Staff work extremely hard to overcome whatever barriers pupils may encounter in their learning. A wide range of work is undertaken with outside agencies to provide just the right support and expertise for vulnerable pupils. The value of good attendance is firmly promoted and has successfully reduced absence from school.

Pupils achieve well because teaching and learning are good. Relationships in all aspects of school life are excellent; consequently pupils work hard and cooperatively, and are extremely well behaved. Teachers make themselves available to give extra help and guidance when needed and pupils appreciate this. Occasionally teachers do not plan work that is matched closely enough to individual needs. As a result, the challenge and pace in lessons are not sustained, and progress slows.

Recent revisions to the curriculum, linking subjects more effectively, are providing a range of more practical experiences for the pupils. This is beginning to have a positive impact in enabling the pupils to understand how their learning links together. It has increased pupils' interests and motivated them more. For example, in science, investigative approaches encourage pupils to speculate and this is having a positive effect on their speaking and listening skills.

Children start the Nursery with skills that are below the level typical for children of their age. Activities are carefully planned and checked to ensure they match young children's needs. This helps the children to make speedy progress, become more confident and communicate successfully. By the end of Foundation Stage most of the children reach the national goals expected of them. Pupils continue to make good progress in Years 1 to 6 so that standards are above average in English, mathematics and science by the end of Year 6. Standards are rising throughout the school, but are more variable in English and mathematics than science.

Since the last inspection the school has progressed well. School self-evaluation is good and accurately assesses strengths and weaknesses. Most aspects of the school's work have been significantly improved since the last inspection. This is the result of the drive and vision of the headteacher and effective support from governors and staff. Regular checking on how well things are going is an established governor practice. The governors, headteacher and management team share a determination to make sure that the school provides the best education it can for all of its pupils. Consequently, the school's capacity to improve is good.

## What the school should do to improve further

- Ensure all teaching is precisely matched to the needs of all the pupils to sustain challenge and enable them to make the best possible progress.

## Achievement and standards

### Grade: 2

Children enter Nursery with a below average range of skills, and particular weaknesses in their communication skills. A small number of children have a limited range of personal skills. Overall, they achieve well because their learning is tailored to their needs. They develop confidence and increasing independence, which helps them access their next stages of learning. On entry into Year 1 standards are broadly average, although the children's speaking and writing skills lag a little behind. Achievement is good in Years 1 and 2. Assessments for the current Year 2 show an improving picture overall. By the end of Year 6 standards are above average in English, mathematics and science. Pupils achieve well and make good progress. The school however, rightly judges that more needs to be done to raise achievement further in English and build further on the good start that has been made. Pupils with learning difficulties and/or disabilities make good progress because they have extra support and guidance with their work.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent and leads to pupils behaving in a mature and considerate fashion. They display helpful and sensitive attitudes towards each other. Staff show a strong commitment to pastoral care and meeting the pupils' emotional and social needs. The current very good attendance is a reflection of pupils' enjoyment of school life. They express confidence that staff will listen and take appropriate action if they have a concern or worry. They are keen to participate in a wide range of sporting activities, including swimming, both during and after the school day. The school council is an important part of school life. Members are rightly proud of their contribution to school development, for example interviewing for a replacement deputy headteacher and adding to the quality of activity at playtime. The combination of good basic skills in literacy and numeracy with the many opportunities to develop personal skills working with others prepares them well for later study and work.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good overall. In the Nursery very good teaching helps children get off to a confident start, especially in the development of their communication and personal skills. Throughout the school, a positive and purposeful working atmosphere is established in lessons. This encourages pupils to concentrate well. In the most effective lessons, work is closely matched to pupils' ideal learning style and as a result pupils make good progress. When not enough account is taken of pupils' individual needs, the lack of challenge means that the pace of their learning slows. Teaching assistants are developing effective methods for supporting those who need the extra help and consequently these pupils make good progress. The implementation of strategies to boost achievement and skills, for example in writing, is beginning

to improve progress in lessons. This is being reinforced by effective guidance from teachers on how the pupils can improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It offers pupils a very wide range of rich experiences. Recent restructuring of subject plans has helped the school to join subjects together in different themes. This has enabled it to make very good use of community links and initiatives such as the international school award, to develop good practice. As a number of pupils observed, 'this makes learning fun'. It also makes the application of new skills more meaningful for the pupils. The school is working to improve its work in English, so that pupils' communication skills get better, especially in those areas where they lag behind when they start school. The curriculum is enhanced well through local cultural links, for example Ryedale Jazz Club, and through sports partnerships with a wide range of local clubs. Effective use is made of an impressive range of visitors, visits and residential trips to outdoor centres. The external school environment has been developed to an extremely high standard to provide quality outdoor learning opportunities throughout the year.

## **Care, guidance and support**

### **Grade: 1**

The school provides excellent care, guidance and support for the pupils. The atmosphere around the school is friendly, happy, full of life and one in which pupils feel secure. There is a total commitment to ensuring excellence in personal development for all pupils and to improving their achievement. This is highly valued by parents. Procedures to safeguard children, including routines for child protection and health and safety, are in place and understood by all staff. Staff work extremely effectively with outside agencies to ensure barriers to learning are removed. The school has good systems to monitor pupils' progress and they are becoming increasingly refined to enable staff to provide the well directed support that some pupils need. Older pupils are encouraged to analyse their performance carefully so that they know how to improve the quality of their own work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The strong drive of the headteacher has played a key part in promoting a positive climate for learning in which all pupils can thrive and enjoy their work in school. Much emphasis has been placed on delegating responsibility, and involving more staff in making decisions. This has resulted in a more rigorous approach to self-evaluation and the accurate identification of strengths and areas for development. Strategies have been introduced to make sure a consistent pattern of high achievement is a common feature in all that the school does. The impact of this can be seen, for example, in the numbers of pupils now beginning to exceed learning targets particularly in reading and writing as they move through the school.

Governance is good. Governors regularly check what is happening in the school and have a good awareness of its strengths and weaknesses.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Kirkbymoorside Community Primary School, York, YO62 6AG

I am writing on behalf of the inspection team to thank you for the very friendly welcome you gave us when we visited your school and for being polite and helpful when you met us. We really enjoyed talking to you about your work; joining you in lessons and in assembly; and talking with the school council. We would like to share with you the judgements we made about your school.

Your behaviour is excellent and obviously you enjoy school, judging by your very good attendance and good progress. You feel safe and have full confidence that staff will help with any problems or worries. You made clear to us that you especially enjoy the range of after-school clubs, particularly the wide variety of sporting opportunities. You have an impressive knowledge of how to adopt a lifestyle which keeps you healthy, fit and safe.

Your parents think that this is a good school and we agree. Your headteacher knows how to make your school even better and is helped by governors and all the staff. Nevertheless, we have asked the headteacher and staff to make sure that all lessons present you with non-stop challenge to make sure you do as well as you possibly can.

We hope that you will continue to enjoy school, listen carefully to the advice of staff and work as hard as you can.

We wish you well in the future.