

# Keyingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	134741
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	294164
<b>Inspection dates</b>	17–18 October 2007
<b>Reporting inspector</b>	Andrew Scott

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sharon Towse
<b>Headteacher</b>	Mrs Sandra Edmiston
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Russell Drive Keyingham East Riding of Yorkshire HU12 9RU
<b>Telephone number</b>	01964 622319
<b>Fax number</b>	01964 624276

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Keyingham is an average sized school formed in 2005, by the amalgamation of the village infant and junior schools. It moved into a new building in September 2007. It caters for pupils from the village and surrounding area in which social and economic conditions are broadly average. Almost all pupils are from White British families. The proportion of pupils with learning difficulties and/or disabilities is average. The inspection was deferred from June because of flooding in the locality.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Keyingham Primary provides a satisfactory quality of education for its pupils. The school has understandably taken some time to adjust fully after the amalgamation and the move into a new building is a timely symbol of its successful development. The headteacher, with the support of the governors, has unified the staff, rationalised the different school systems and provided a common sense of purpose. Through her sensitive and determined leadership, teaching and learning have improved, pupils' attitudes and behaviour are better and a new and enthusiastic senior management team is in place. Consequently, the school is well equipped to develop further.

Standards of work have improved since 2006 and are currently average by Years 2 and 6. Between Years 1 and 6, all pupils make satisfactory progress after a good start in the Reception year. There are no major differences between the main subjects but the Year 6 pupils' performance in science in 2007 was better than in English and mathematics. Although there is some good teaching in the school, it is satisfactory overall. Teachers create a positive atmosphere in classrooms and present new learning well. However, they do not make the best use of assessment data to give all pupils consistently high challenge and to provide clear advice on how to improve.

Pupils generally enjoy their work and respond well in lessons. Apart from some occasional lapses, especially when lessons lose momentum, behaviour is good. The school takes good care of its pupils and they, in turn, look after one another well. Social development is well promoted through the school council and fund-raising. Pupils act responsibly around school and in their own personal lifestyles, having due regard for a healthy diet and exercise. They benefit from various visits to places of interest although their interaction with the local community is not utilised as fully as it might be.

The curriculum is satisfactory. It is planned sensibly and rightly highlights literacy and numeracy. There is ample time, for example, for pupils to improve their reading, and teachers are keen for pupils to be better at mental mathematics. However, the school does not devote extra time to improve pupils' acknowledged shortcomings in writing. There is some good enrichment through visits and other activities but not enough diversity in lessons to capture pupils' interest and extend their learning opportunities, for example to broaden their vocabulary.

Supported by the local authority, the leadership has done well in improving the school. Priorities for improvement are sensible but too extensive, not all sharply focused on analyses or linked clearly enough to pupils' achievement. In addition, senior staff are not yet involved enough in the process. Parents think well of the school although only a small minority responded to the questionnaires. They appreciate, in particular, its community spirit that stems from sound leadership and approachable staff. One parent typified the views of many: 'Staff put parents and children at ease.'

## Effectiveness of the Foundation Stage

### Grade: 2

Upon entry to the Foundation Stage Unit, the children's skills are usually below those typical for their age, especially in their personal development and their speaking and listening skills. Teaching is good, because all staff have a secure understanding of children's needs and use assessment carefully to match activities to them. As a result, children make good progress and

most attain the level expected by the end of Reception. The facilities in the new school are already being well used by staff to promote children's independence in learning and to develop their physical and creative skills. Leadership of the Foundation Stage and the partnerships with parents are good.

### **What the school should do to improve further**

- Ensure that teachers make full use of assessment data to provide consistently challenging work that meets the needs of all pupils.
- Develop a richer and more diverse curriculum to motivate pupils fully and provide more opportunities for writing.
- Ensure the school's plans for development are more firmly rooted in analysis and have a sharper focus.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The achievement of all pupils, including those with learning difficulties and/or disabilities, is satisfactory overall; standards are average. Children make good progress through their Reception year and from starting points that are generally below those typical for their age most reach the expected level by the time they enter Year 1. Standards by Year 2 were above average in 2006. In 2007, pupils' performance was not as good in reading and mathematics, and weaker still in writing. This was due to more rigorous assessment, some staffing changes and the lower starting points of this year group. The school's data suggest a similarly average picture for the current Year 2 pupils.

In 2006, the results of the national tests taken by Year 6 were below average and pupils' achievement was poor. In 2007, provisional results indicate that pupils' performance was much better, especially in science. A strong focus on teaching skills and some staff redeployment were beneficial in enabling pupils to reach the school's targets. School data confirms that pupils' make satisfactory progress and that their achievement over time has also been satisfactory. Inspection evidence and school records indicate similarly average standards for the current Year 6 group, which is encouraging because this cohort has a higher than usual proportion of pupils with learning difficulties.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils are friendly, polite and well behaved. They get on well together and are sensitive to the needs of others. They enjoy coming to school and most are keen to learn. Attendance is average. It was above average in the first year of the new school but was average last year because of the flooding that disrupted travel from outlying villages. Pupils' moral and social development is good; their spiritual and cultural development is satisfactory mainly because lesson content and other activities are not sufficiently diverse. Pupils respect their teachers. They feel safe in school and say that instances of bullying are now rare and are dealt with effectively. They know why they need to adopt a healthy lifestyle and are enthusiastic about the healthy options at lunchtime.

The new school council and the playground buddies are starting to make a real difference in making pupils' views known to staff. The established routines of the new school are working, but there is still room for pupils to undertake more areas of responsibility. Links with the local community are satisfactory, with scope for further development. Improved basic skills and activities such as the 'Industry Day' mean that pupils are satisfactorily prepared for the next phase of their life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. In classrooms, the positive rapport between staff and pupils creates a healthy approach to learning. Learning objectives are usually well shared so that pupils know what they need to learn. Resources are skilfully used to reinforce understanding and teaching assistants provide valuable support although are not always active enough throughout lessons. As a result of a whole-school initiative, teaching has improved in the past year. Some of the teaching is good particularly when the match of work to pupil's abilities is precise, the challenge demanding and practical activities are involved. In such lessons, pupils are motivated and work hard whether independently or in groups, and so learn more effectively.

However, not all teachers use their assessment of pupils skilfully enough to ensure that work always has the right level of challenge for pupils of all abilities. Sometimes, lessons are not very enterprising or lively, so pupils become restless and their concentration wanes. On occasions, the pace of learning slows because teachers do not manage pupils' behaviour skilfully enough.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. There is a good emphasis on the basic skills of literacy and numeracy, and a secure framework for pupils to learn progressively. There is a good focus on reading, for example, although less time is allocated to writing which is comparatively weaker. The school is beginning to strengthen basic skills through other subjects, such as teaching instructional writing via pizza recipes, but this is in the early stages of development. The school uses visits to enrich pupils' experiences, but there is not enough variety in everyday lessons to engage pupils fully.

The good opportunities for independent learning in the Foundation Stage are less apparent elsewhere in the school because teachers do not exploit all opportunities to encourage pupils to think and act for themselves. This is mainly why problem-solving is another school priority. There is good provision for pupils with learning difficulties and/or disabilities through detailed learning plans but teachers' lesson planning does not focus enough on their specific needs.

### **Care, guidance and support**

#### **Grade: 2**

Pupils are well cared for within a calm and supportive atmosphere. Staff share a high commitment to pupils' welfare and pupils readily explain how adults are always ready to help them. They are alert to some of the teething issues of the new building and understand that the staff are keen to have these resolved. Procedures for ensuring pupils' health and safety are given high

priority. Safeguarding procedures, including child protection and risk assessments for visits and activities, meet requirements.

There are good procedures for tracking pupils' progress that give the school a clear indication of those who are succeeding and those who need extra help. Such information is not yet being used consistently well enough to guide pupils' learning, especially through individual learning targets. As a result, pupils are not sufficiently aware of precisely what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

Although leadership and management are satisfactory overall the leadership provided by the headteacher is good. Well supported by the governing body, she has done very well to amalgamate the two schools successfully. Staffing issues have been resolved, standards have risen, especially in Key Stage 2, and the attitudes and behaviour of pupils are better. The recent floods and the move to a new building have been handled skilfully so as to minimise the disruption to pupils' learning. The new team of senior teachers is gelling well and is already beginning to develop its skills. Consequently, the school has good capacity to improve.

The school's self-evaluation is satisfactory. The headteacher has a clear and accurate picture of the school. Strengths are identified and shortcomings are recognised although there is not enough rigorous analysis of issues to streamline and focus sharply its plans for improvement. Plans do not always explain precisely how pupils will benefit.

Governance is satisfactory. Governors are influential and well involved in key aspects such as finance. However, they do not systematically monitor the school's activities on site and evaluate for themselves how well the school is doing. Parents appreciate the school and have few concerns. One parent echoed the feeling of others by praising the new building but said she was more impressed with what was happening inside.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<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>	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

19 October 2007

Dear pupils

Inspection of Keyingham Primary School, East Riding of Yorkshire,  
HU12 9RU

I am writing to thank you for the part you played in the recent inspection of your school. Mrs Evans and I very much enjoyed meeting you; we learned a great deal about your school as a result.

We think your school provides a satisfactory education. The headteacher and the governors have done well to bring the two schools together successfully in the past two years. I know that you have noticed improvements, not just in your new building but also in your own behaviour and in your learning. The standards of your work are now typical of children of your age and the progress you make is satisfactory over time. You benefit from sound teaching but we do feel that your work is not always challenging enough for all of you and your school is going to work on this. We hope you will rise to the greater challenges ahead.

We know you enjoy school. Your attendance has been good although it was understandably affected by the floods last term. You behave well most of the time, look after one another sensibly and are responsible in your jobs. You also keep yourselves healthy through your choice of diet and regular exercise. We also know that you like the extra activities that the school provides and the school is going to offer you more variety in lessons so that you will be happier in your work and find learning has more meaning.

You rightly feel secure at school. Staff take good care of you and prepare you for life ahead. The school is keen to keep on getting better and so should make sure that its plans are very detailed in order to boost your standards further. It is important that you are part of these plans. I am sure that the school would be interested in your ideas.

I wish you every success for the future.

Yours sincerely

Andrew Scott

Lead inspector