

# Keldmarsh Primary School

## Inspection report

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|--------------------------------|--------------------------|
| <b>Unique Reference Number</b> | 133481                   |
| <b>Local Authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 316131                   |
| <b>Inspection dates</b>        | 8–9 November 2007        |
| <b>Reporting inspector</b>     | Denis Goodchild          |

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>                | 4–11                                    |
| <b>Gender of pupils</b>                   | Mixed                                   |
| <b>Number on roll</b>                     |   |
| School                                    | 192                                     |
| <b>Appropriate authority</b>              | The governing body                      |
| <b>Chair</b>                              | Mrs Linda Dixon                         |
| <b>Headteacher</b>                        | Mrs Carol Tomkinson                     |
| <b>Date of previous school inspection</b> | 1 December 2003                         |
| <b>School address</b>                     | Woodmansey Mile<br>Beverley<br>HU17 8FF |
| <b>Telephone number</b>                   | 01482 873131                            |
| <b>Fax number</b>                         | 01482 873188                            |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average size school. The school draws its pupils from an area of broad social mix. The proportion of pupils on free school meals is below average. The number of pupils with learning difficulties and/or disabilities is below average and the proportion with a statement of special educational need is above average. There are very few pupils from minority ethnic groups or with English as an additional language. The newly appointed headteacher took up post in September 2007.

## 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 school with outstanding features. It rightly enjoys a high level of support from its parents. Typically, parents comment that it is 'a happy school' and many comments by pupils echo this view. The school provides a calm, harmonious atmosphere in which pupils thrive and develop into caring, sensitive mature individuals, well prepared for the next stage of their education. Pupils willingly accept responsibility and contribute to the smooth running of the school. They describe how as 'Peacemakers' they 'give pupils the chance to resolve their own problems'. Excellent relationships underpin the very good care and support that pupils receive. Behaviour is therefore exemplary and pupils have very positive attitudes to learning. The curriculum is sharply focused on ensuring that pupils develop good basic skills. It is enriched by a very good range of activities and learning experiences that promote enjoyment of learning. Out of school clubs are well supported, and attendance and punctuality are excellent.

Teaching is good. Typically, it is lively with varied activities that keep pupils interested and on their toes. Information and communication technology (ICT) is used well to support discussions and to demonstrate new knowledge and skills. Pupils therefore have the confidence to use and apply new skills, and all make good progress. From broadly average skills and abilities on entry, pupils achieve well and standards by Year 6 are above average. In the 2007 Key Stage 2 national tests, standards were significantly above average in science, and above average in mathematics and English. However, the proportion of pupils achieving the higher standards in writing is significantly lower than that seen in reading. There is a similar picture in the 2007 Key Stage 1 results, where standards were above average in reading and average in writing.

Leadership and management are good. The very good leadership of the new headteacher provides a clear vision for school development. She is well supported by the acting deputy headteacher and the senior leadership team. The school's self-evaluation is very good, showing that the school monitors its work systematically and accurately analyses data. The school is therefore well placed to prioritise areas for improvement. A good programme of development is in place to raise standards in writing. Individual and year targets are regularly reviewed so that they remain challenging. Governors are effective in monitoring the school's work and contribute to the school improvement plan. Given the school's improvement since the previous inspection and the current strengths, the school has a good capacity to improve and provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

The majority of children join the school with levels of development typical for their age. Good induction arrangements ensure that children settle quickly. They make good progress in the Reception class. The great majority meet, and some exceed, the expectations for their age by the time they are ready for Year 1. This is because staff carefully plan the next steps for each individual to build carefully on what has already been learnt. Good leadership and management ensure that an appropriate range of resources and activities are deployed to support children's learning. Children learn quickly in the focused adult-led tasks. They consolidate their new knowledge and skills through an interesting selection of 'free choice' activities, both in the classroom and outdoor learning area. They thoroughly enjoy their work and collaborate well. Behaviour is excellent and children are well versed in class routines.

## What the school should do to improve further

- Raise standards of writing to match the high standards seen in reading.

## Achievement and standards

### Grade: 2

All pupils, including those from minority ethnic groups, achieve well so that standards are above average by the end of Year 6. Pupils enter Year 1 with standards that are average, or a little above average, for their age. They make satisfactory progress and reach broadly average standards in mathematics and writing by the end of Year 2. They make good progress in their reading skills and reach above average standards. Results for Year 2 in the national assessments in 2007 and inspection evidence indicate that there is an improving picture in pupils' progress in writing. Standards are beginning to rise, but there is still some way to go.

Pupils make good progress in Key Stage 2. Standards over the last three years have been above average, and at times significantly above average. The school's results in the 2007 national tests show that standards in mathematics and English are above the national average, and standards in science are significantly above. However, standards in writing are significantly lower than in reading because a much smaller proportion of more able pupils achieve the expected higher level. The school exceeded the challenging targets it set for English and mathematics. Pupils with learning difficulties and/or disabilities make good progress due to the good support they receive from teachers and teaching assistants.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding. Relationships are excellent and underpin the exemplary behaviour and the very good levels of self-confidence. All age groups enjoy school and the challenges presented to them, as the high levels of attendance and very good time-keeping show. Pupils say there is no bullying and that they feel safe. They have an excellent understanding of what constitutes a healthy lifestyle and take very good advantage of the additional opportunities for sport and exercise.

Excellent spiritual, moral, social and cultural development stems from the school's caring ethos. Class discussions provide considerable scope for pupils to reflect on their good qualities and build self-esteem. They collaborate very well in lessons and display a high degree of self-discipline and maturity. Pupils are proud of their work as 'Peacemakers' and 'Play Leaders', and they make a significant contribution to the creation of a harmonious community. Pupils are respectful and very knowledgeable about faiths and cultures that are different from their own. The school council ensures that pupils' views are taken into account and makes a good contribution to decision-making. For example, council members helped in a recent staff selection process. Pupils develop good skills in literacy and mathematics, and willingly take responsibility for many jobs around school. They are well prepared for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good. There are excellent relationships and teachers have very high expectations of behaviour. As a result, pupils want to please their teachers; they listen very carefully, are

responsive, work hard in lessons and make good progress. Typically, good teaching has a lively pace with varied activities which keep pupils on their toes and promote enjoyment of learning. Interactive whiteboards focus pupils' attention. They are used effectively to support discussions and to illustrate new knowledge and skills. Pupils therefore have the confidence to work independently and to use and apply new skills successfully. On occasions, pupils are not given sufficient thinking time to respond to questions nor challenged to explain their answer and thus deepen their understanding. Success criteria are clearly explained and, in an outstanding example, pupils developed their own success criteria. These were used to evaluate and edit their work, and pupils made very good progress in the art of writing a detective story. Marking is very supportive and mostly gives pupils clear advice on how to improve. Pupils with learning difficulties and/or disabilities make good progress because they receive skilled sensitive support from well-briefed teaching assistants.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Lessons promote pupils' academic, creative and physical skills in a balanced way and pupils learn two modern foreign languages. Pupils' personal development is very well promoted by the school. The short 'activate' sessions provide a refreshing break between lessons and help to recharge pupils' enthusiasm for learning.

Pupils are well motivated. Creativity in planning links subjects together, and places a good emphasis on practising English, mathematics and computer skills in other subjects. Teachers have developed effective additional programmes that help pupils to boost their learning and ensure that all pupils have access to the curriculum. The school is currently working to improve its provision for gifted and talented pupils. Learning is fun because the curriculum is enriched very well by a range of visits and visitors to the school, and through themed events on languages and the creative arts. Interesting extra-curricular activities are enjoyed by a high proportion of pupils.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good with some outstanding features. The school takes excellent care of its pupils and their welfare is at the heart of its work. Child protection, health and safety and safeguarding procedures are robust. A good range of team rewards are highly valued by pupils and motivate them very effectively. Pupils' individual needs are fully recognised and met. The school goes to great lengths to secure expert advice and equipment where needed. Good transition arrangements are in place and pupils say they are confident about their move to secondary school.

The school tracks individual pupils' progress effectively, and teachers use this information well to plan the next steps in learning. Together with their parents, pupils have regular meetings with teachers where progress and future goals are discussed. The quality of the guidance received to help pupils improve their work is good, but more effective in some classes than others.

## Leadership and management

### Grade: 2

The leadership and management of the school are good. The very good, purposeful leadership of the new headteacher provides a strong vision for the school's future and a clear sense of direction. She is very well supported by the acting deputy headteacher. Staff morale is high and the school ethos is underpinned by excellent relationships. A high priority is placed on the care and well-being of pupils and, in this, the school has the overwhelming support of the parents.

Senior staff have quickly identified the areas for development and implemented a programme of improvement which is beginning to pay dividends. For example, there is now very effective use of ICT which strongly promotes enjoyment of learning. Assessment processes have been tightened up to accurately track pupils' progress and identify those pupils who need additional support. This information also helps management to set challenging targets for improvement. There is a programme of development to raise standards in writing. The newly appointed senior leadership team have a good understanding of their role in monitoring the school's performance. However, some other leaders do not yet take enough responsibility for checking and analysing school data.

The governance of the school is good. Governors are very supportive of the headteacher, monitor the school's work and contribute to the school's programme of development. The school has successfully addressed the issues raised at the previous inspection. Standards have risen, and provision for ICT and assessment procedures have improved.

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## Annex A

## Inspection judgements

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

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| 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?  | 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

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 1 |
| The behaviour of learners   | 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

|  |   |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs?          | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| 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>                                       | 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 leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 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

10 November 2007

Dear Pupils

Inspection of Keldmarsh Primary School, East Riding of Yorkshire,

HU17 8FF

Thank you for being so friendly and helpful when we visited your school recently. Mrs Read and I enjoyed meeting you and your teachers. A special thanks to those groups of children we met during our visit. It was a pleasure to talk to you and your parents; the school must be very proud of you.

We agree with you that the school gives you a good education. You told us many reasons why you enjoy coming to school, and during our visit we could see why you say this. The school makes learning enjoyable by providing an interesting range of activities in lessons. You like your teachers and assistants a lot because they are kind and very helpful and so, of course, you work very hard and make good progress. By the time you leave school you have good results in English and mathematics and very good results in science. We think you are better at reading than writing so we agree with what the school has planned to make your writing as good as your reading.

You come to school on time and your attendance is very good. Well done to you and your parents! We were very impressed by your behaviour, which is excellent. You told us that adults in the school take very good care of you and we and your parents agree with you. Just as importantly, you told us how much you care for one another in your role as 'Peacemakers' and 'Play Leaders'. This helps to make your school such a happy and safe place to be.

You now have a new headteacher who, with the rest of the staff, is working very hard to make your school an even better place. I am sure with your help this will happen and you will get even better results especially in your writing. Keep up the good work! Best wishes for the future.

Yours sincerely

Mr Denis Goodchild

Lead Inspector