

Kirklevington Primary School

Forest Lane, Kirklevington, Yarm, TS15 9LX

Inspection dates 7–8 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The extremely effective and well-respected headteacher is highly ambitious and determined to continue to raise the attainment of pupils in the school further and improve their well-being. She is ably supported by the skilful deputy headteacher.
- Recent and continuing actions have ensured that teaching has improved, accelerating the pace of progress pupils make in their learning. Achievement is good. Leaders, managers and governors have had a good impact on the quality of teaching and pupils' achievement; the school is well placed to improve further.
- The extremely able governing body consistently challenges the school and holds senior leaders to account. It knows the school inside out.
- Children in the early years quickly develop skills that allow them to learn and play happily together. They make a fast start in their reading, writing and understanding of number.
- Pupils' progress from average starting points in Year 1 is consistently good and improving across all year groups in school.
- Teaching is always at least good. Pupils learn quickly and show enjoyment in lessons. Teachers usually apply high expectations in all subjects and create a vibrant and exciting environment in which pupils learn with enthusiasm.
- Teaching assistants are skilled in supporting the learning and development of individuals and small groups of pupils, enabling them to learn well.
- The behaviour of pupils is good. Pupils have positive attitudes to their work. They are very polite and have excellent manners. There are high levels of trust and care between everyone in the school.
- Pupils feel very safe and secure because the care provided by the school is outstanding. They are very proud of their school building and its grounds, and of each other.

It is not yet an outstanding school because

- Pupils' levels of achievement over time have not been consistently high enough in every year group.
- Occasionally, not enough is demanded of some pupils, especially the most-able pupils. As a result the pace of learning slows and some pupils lose concentration.
- High quality marking and feedback is not consistently seen in every year group.
- Achievement and progress in writing is not as high as it is in reading and mathematics.

Information about this inspection

- The inspector observed teaching and learning in lessons, including one observed jointly with the headteacher. In addition, he listened to some pupils read, reviewed a sample of their work alongside the headteacher and deputy headteacher, and made a number of short visits to lessons to check the quality of the provision for pupils.
- The inspector held meetings with different groups of people involved with the school. These groups included pupils, a number of governors, the headteacher, subject leaders, other members of the teaching staff and a representative of the local authority.
- The inspector viewed a range of documents, including information on pupils' achievements, the school's data on current and recent progress and attainment, the school's view of how well it is doing, the school's improvement plan, documents relating to safeguarding, and records of behaviour and attendance.
- The inspector took account of the 50 responses to the online questionnaire (Parent View) and 15 responses to the inspection questionnaire for staff. The school's website was also scrutinised.

Inspection team

Philip Scott, Lead inspector

Additional Inspector

Full report

Information about this school

- Kirklevington Primary School is a smaller than average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds and for whom English is an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs is a little below the national average.
- The proportion of pupils who are eligible for support through the pupil premium funding is well below average. (This is additional government funding to support those children who are known to be eligible for free school meals and those that are looked after by the local authority.)
- Early years provision is full time for Reception children, and part time for Nursery children.
- The school provides a breakfast club each day for its pupils.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has achieved the Sainsbury's School Games Gold Kite Mark.

What does the school need to do to improve further?

- Further improve the quality of teaching so that all pupils make rapid progress and reach the highest standards of which they are capable, by:
 - making sure that all pupils are consistently stretched and challenged in their learning, especially the most-able pupils
 - ensuring that the pace of learning always allows pupils to be consistently engaged in lessons and maintain concentration
 - ensuring that teachers' marking follows the school policy so that pupils always respond to comments made by teachers and complete any further tasks given to extend their learning
 - making sure that opportunities for pupils to regularly develop and extend their writing skills across a range of subjects are consistently offered across the school.

Inspection judgements

The leadership and management are good

- The very talented headteacher has worked tirelessly to eliminate underperformance, accelerate progress and raise standards since the last inspection. The recently strengthened leadership of the school has energised staff into becoming a highly effective team. Consequently teaching has improved, good behaviour flourishes and the rates of progress pupils make in their learning are accelerating more quickly.
- Senior leaders have an accurate view of what the school does well and have clear-cut priorities for those areas that require further improvement. Although senior leaders, including governors, have not yet secured and maintained the highest levels of achievement for pupils in school over time, they are relentless in their pursuit of excellence and communicate a sense of drive and urgency to continue to move forward quickly.
- Procedures to check the quality of teaching and learning across the school are highly effective. Leaders and managers are skilful in ensuring that their analysis and interpretation of pupil progress information leads to actions which address any areas of concern. These actions include effective use of the pupil premium funding, ensuring that strong support is given to the small number of disadvantaged pupils.
- Staff performance is managed very effectively and ensures that pay progression is not automatic. Staff have challenging objectives for their own professional development which are linked to the school's action plans and to the progress made by pupils. Training for staff is linked to these objectives and the needs of the whole school.
- Pupils benefit from a lively, broad and well-planned curriculum, constantly under review as it is adapted in light of the new national curriculum. Themes and topics brought to life by an exciting range of educational visits and visitors to school, link subjects together very well. Even so, sometimes opportunities are missed to develop and extend pupils' writing skills.
- The school's promotion of pupils' spiritual, moral, social and cultural development is strong. It reinforces traditional British values, the teaching of which is now woven into the school's curriculum. As a result, pupils are well prepared for life in modern Britain. The school maintains a number of scrapbooks which document the rich and exciting range of experiences and opportunities provided for all pupils in their time at Kirklevington Primary, both in and out of school.
- The views of all pupils are valued and many have an opportunity to play an active part in the life of the school. For example the school council, the sports' council, being a librarian or acting as a Pupil Ambassador in visiting other schools. The school's inclusive approach fosters good relations and ensures that relationships are strong between all groups of pupils. Levels of care and respect are high. This is typified by the applause given to competitors from other schools by Kirklevington's sports team in a recent sports' festival.
- Links with parents are highly positive and their views are regularly sought and valued. Parents appreciate that the school gives all children an equal opportunity to succeed, fosters good relations and does not tolerate discrimination of any kind. Attendance at school events is good, such as the production of *Hoodwinked* by Key Stage 2 pupils during the inspection.
- Primary school physical education (PE) and sport funding is used very well to raise staff expertise in the teaching of PE, especially through links with the local secondary PE department. The funding has ensured high rates of pupil participation in a range of sport and provided additional opportunities to develop sporting skills. This leads to many pupils developing healthier lifestyles.
- Extra funds to support disadvantaged pupils are used successfully. Leaders regularly check that there has been a positive impact on the progress of this small number of pupils and that their attainment is rising.
- Safeguarding and child protection procedures meet requirements and are fully effective, with excellent practice seen in the day-to-day running of the school.
- The school has benefited from good support from the local authority, who know the school well.
- **The governance of the school:**
 - The governing body is highly effective. It is exceptionally well informed, incisive in its approach to school improvement, and analyses in depth all performance information. The School Improvement Committee holds leaders and teachers to account for the quality of teaching and learning in the school and its impact on pupils' performance. Performance management for teachers is rigorous and robust and teachers' salaries are linked to their performance. Governors are fully aware of the systems in place to tackle underperformance.
 - Governors make a meaningful contribution to the way in which leaders check on the effectiveness of the school's performance, participating in analysis of work in pupils' books and visiting lessons. They

are adept at helping to set priorities for development. Governors manage finances effectively, including checking the impact of the pupil premium funding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Staff set high standards to which pupils respond well. They show high levels of respect and friendliness to adults, visitors and classmates. Older pupils show genuine care and concern for younger pupils and this generates a real family-feel to the school. All staff go to great lengths to ensure that Kirklevington Primary is a happy, welcoming and harmonious school, committed to success for all its pupils.
- Pupils' behaviour in the playground, in the dining hall, in breakfast club and as they move around school is exemplary. They are polite and courteous and have excellent manners at all times. There is very little mean or unkind behaviour. Pupils follow classroom routines very well and understand and respond well to the school's system to manage behaviour.
- Pupils are aware of the different types of bullying they may encounter, including cyber bullying. They are confident that if occasional incidents of poor behaviour occur, they are quickly and effectively resolved by staff.
- Pupils' attitudes to learning are usually very good across school. Occasionally, a few pupils can become disengaged from learning, lose concentration or are too slow to respond to instructions from the teacher.

Safety

- The school's work to keep pupils safe and secure is outstanding. It is typified by the friendly and uplifting atmosphere around the school. All staff know all pupils extremely well.
- Pupils know how to keep themselves safe and are well informed about identifying risks and danger both inside and outside school. They confidently listed for the inspector five emergency services contacted by dialling 999.
- In their responses to the online inspection questionnaire, nearly all parents indicated that their children are safe and happy in school.
- The school has worked hard to promote good attendance and punctuality. As a result, rates of attendance are now just above average.

The quality of teaching is good

- Teaching is consistently good and at times outstanding. Teachers almost always have high expectations of what pupils can achieve and ensure that the pace of learning and level of challenge usually enables pupils to concentrate and be fully involved in their learning. The impact of teaching on learning and achievement, including in literacy, reading and mathematics is reflected in pupils' good achievement.
- When pupils' progress is consistently fast and achievement high, teaching makes significant demands of pupils. Opportunities are provided for pupils to apply their skills in a variety of ways, often linked to real-life or interesting contexts, and tasks are adapted to meet the learning needs of each pupil. Teachers question pupils skilfully and regularly check pupils' knowledge and understanding. Pupils' imagination is stimulated in exciting ways by knowledgeable staff.
- Occasionally, the progress of some pupils slows or is too variable as a result of insufficient challenge. As a result, the pace of learning slows and pupils lose concentration. This variance over time has resulted in pupils' rates of progress not accelerating quickly enough and consistently high standards not being reached.
- In mathematics, basic skills are taught well and consolidated regularly. Pupils in a class of Year 2 and Year 1 pupils enjoyed solving subtraction calculations and other number problems by using a number line or one hundred square whilst playing a game devised by the teacher. Other areas of the mathematics curriculum are taught well, such as in the Nursery where children were completing an outdoor physical challenge based around naming two-dimensional shapes. Pupils are given frequent opportunities to practise their number and calculation skills, but there are fewer opportunities to use reasoning and apply them in investigative mathematical challenges.
- Pupils write enthusiastically and with imagination. This is because teachers have good subject knowledge, such as in a class of Year 4 and Year 3 pupils where the teacher encouraged pupils to use words

beginning with the same letter, or words that sound like their meaning when creating a rap about the school. In a lesson for a class of Year 5 and Year 4 pupils, exciting resources such as a paint colour chart were used to extend pupils' creative thinking when writing a poem.

- Occasionally, not every opportunity is seized by teachers to extend and develop pupils' writing skills across the curriculum in other subjects.
- The younger children make an excellent start in their early reading because of a systematic and rigorous approach to the teaching of letters and the sounds that they make in order to make sense of words. Pupils continue to enjoy and make progress in their reading which is increasingly fluent and expressive. Many read extensively at home. Pupils in Years 1 and 2 read to the inspector with good intonation and fluency, vocally dramatising any speech in their reading book.
- Marking of work is thorough and regular and usually of a high standard in both mathematics and English books. This is not consistently the case across the whole school. Sometimes when next steps or further challenges are set by teachers when marking work, they do not insist that pupils respond to comments or complete any additional work set and so pupils do not learn quickly from their mistakes or deepen their understanding.
- Teaching assistants and teachers work very well together to give timely and constructive advice to pupils, including disabled pupils and those with special educational needs. The quality of support is high, which results in significant gains in pupils' academic progress, as well as their emotional and social development.

The achievement of pupils is good

- Pupils start Key Stage 1 with skills slightly below what is expected for their age. All pupils make at least good progress as they move through the school; achievement has improved since the last inspection and is good. Data shows that pupils are now making quick gains in their learning and the proportion of pupils reaching a good standard in reading, writing and mathematics at the end of Key Stage 1 is slightly above average.
- Progress continues to accelerate across Key Stage 2 so that it is now at least good in every year group. This follows slower rates of progress made by some pupils across Key Stage 2 last year. Evidence from the inspection demonstrates that the proportion of pupils who make the progress expected of them and the proportion who do even better than this in each year group is above average.
- Assessment information, the school's own tracking data and work in books indicate that current standards at the end of Year 6 are above average in reading and mathematics and average in writing. Pupils have improved on the school's performance in national tests compared to the previous year, reaching higher levels of attainment.
- The most-able pupils make similar progress to their classmates; although sometimes opportunities are missed to add further to the level of challenge and stretch pupils' thinking even further to allow them to move on at an even faster rate. The most-able pupils in the current Year 6 have reached higher levels this year.
- Early identification of pupils who are at risk of falling behind enables the school to make effective provision for pupils who are disabled or who have special educational needs. These pupils make good progress because they are given activities well matched to their individual ability and needs. They are supported extremely well by teachers and teaching assistants. Their achievement is good.
- The number of disadvantaged pupils in each year group is too small to make any reliable statistical comparison between their progress and attainment and that of their classmates, or with all pupils nationally.
- Leaders ensure that the pupil premium funding is used effectively and as a result the very small number of disadvantaged pupils across the school make good progress and achieve well.

The early years provision is good

- Children make a good start to their education in the early years. Most children start Nursery with knowledge and skills which are just below those typical for their age. As a result of good teaching, good provision and a vibrant and well-resourced, safe learning environment both indoors and outdoors, children make good progress. They leave the Reception class with broadly average skills and knowledge.
- Children quickly learn essential social and emotional skills. They are able to share and take turns and they behave well. This underpins their good progress in all areas of learning. There are highly positive relationships between staff, children and parents. This helps children develop confidence and a positive

attitude to school and to their learning. During the inspection, children worked and played happily together.

- Teaching is consistently good and increasingly outstanding. Staff encourage children to experiment and become independent through well-established and consistent routines. Activities are organised so that there is an effective balance of activities led by adults, and those chosen by children to explore and practise the skills as they play. As a result, children are well prepared to move into Year 1.
- Interactions between adults and children are excellent and help to develop children's speaking and listening skills. A range of thoughtful questioning was observed by the inspector as adults worked and played alongside children to extend their learning.
- Basic skills in reading, writing and number are promoted effectively. Some Nursery children eagerly participated in a short session led by the teacher on letters and the sounds that they make to read short words, whilst every child in the Reception class worked hard to write a letter to a dinosaur that had lost her eggs. Many children wrote independently in complete sentences, using the correct punctuation. Every opportunity is seized to promote number and counting aloud and there are many activities in the setting that allow children to engage in tasks relating to shape, space and measurement.
- All groups of children make good progress in the early years, including the most able and those who are disabled or who have special educational needs. Any specific needs are quickly identified and activities planned to make sure their needs are met. The work and activities provided for children are interesting and challenging and so they do well in the early years. All children are kept extremely safe and secure through well established and implemented systems.
- Links between home and school are strong. Parents are actively involved with their children's learning and development and speak highly of their children's experiences in school. They have welcomed the regular electronic updates provided by teachers on their children's learning and progress.
- The leadership and management of early years are good. Staff are constantly refining their practice in order to keep improving provision for children. Staff accurately measure the progress children make and have well-thought through plans to make further improvements to secure even better outcomes for children. School assessment data, verified by the inspector, shows that the proportion of children in line to reach a good level of development at the end of Reception this year is similar to all pupils nationally.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111565
Local authority	Stockton-on-Tees
Inspection number	461690

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Jennie Beaumont
Headteacher	Justine Moralee
Date of previous school inspection	13 March 2012
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