

Killinghall Church of England Primary School

Otley Road, Killinghall, Harrogate, HG3 2DW

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is good school because

- Rapid improvement is underway. Standards are rising rapidly and pupils' progress is accelerating. Attainment is now above average. The school is well along the road of achieving its aim of, 'Helping children to make the next step on their learning journey.'
- Pupils' spiritual, moral, social and cultural understanding is excellent. This contributes to their outstanding behaviour and safety. Pupils grow into mature young citizens capable of taking responsibility and helping others. They have a strong desire to learn and their attitudes to all aspects of school life are exemplary.
- The vast majority of parents rate the school highly.
- Strong, skilled leadership by the headteacher has boosted the confidence and skills of staff. Teachers and teaching assistants are an effective team dedicated to doing the best for the pupils. Staff embrace the excitement of training and support to develop new skills and improve their effectiveness.
- Teachers inspire the large majority of pupils to learn. Pupils thrive because lessons are generally well planned and exciting. There is an ethos which sets high expectations and breeds confidence and self-belief in pupils.
- Very effective management by the headteacher, supported by a good governing body is driving the school forward. It is well placed to improve further.

It is not yet an outstanding school because

- There is scope to improve further some aspects of teaching so that it becomes outstanding overall. Attainment in writing and mathematics can be even better, particularly for the more-able pupils. The spelling, use of grammar and handwriting of some older pupils is not good enough.
- The curriculum has many strengths but is not yet wide enough to enable pupils to do as well as they can in all subjects.

Information about this inspection

- The inspector observed eight lessons or part lessons delivered by every teacher and a higher-level teaching assistant. The headteacher accompanied the inspector on a number of short visits to lessons included guided reading and phonics (linking letters and sounds) sessions.
- Meetings were held with a group of pupils, three governors, including the Chair of the Governing Body, the staff team and a representative from the local authority.
- The inspector took account of the 39 responses to the online questionnaire (Parent View) that were submitted during the course of the inspection. He also took account of feedback from 10 staff questionnaires.
- The inspector observed the school's work and examined a range of documentation including the school's own records of pupils' learning and progress, monitoring and evaluation documents, records relating to the performance management of staff and those relating to behaviour, attendance and safeguarding.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils receiving pupil premium (those known to be eligible for free school meals or in the care of the local authority) is lower than the national average.
- Fewer disabled pupils and those with special educational needs than found nationally are supported through school action. The proportion of pupils supported through school action plus or with a statement of special educational needs is below the national average.
- The vast majority of pupils are of White British heritage.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.
- The school has achieved Healthy Schools status and has gained the Eco Bronze award for its work protecting the environment.
- The school is part of the Harrogate and Rural Teaching Schools Alliance which benefits aspects of the school's development and promotes staff training.
- Since the previous inspection, a new headteacher has taken up post.

What does the school need to do to improve further?

- Maintain the focus on improving the quality of teaching so that it is outstanding, to raise pupils' achievement further by:
 - sharpening the quality of planning for the more-able pupils across the school, so that lessons and work stretch and challenge their good skills and knowledge fully
 - giving pupils more longer-term guidance about what they need to aim for to reach higher levels in English and mathematics
 - widening opportunities for pupils to write and to apply their good basic numeracy skills to solve mathematical investigations and problems in a variety of different contexts
 - helping some older pupils to improve their spelling, grammar and handwriting
 - giving more scope for pupils to carry out independently investigations and enquiries so that they can pursue their own ideas and interests
 - refining the curriculum so that pupils achieve as well as possible in subjects besides English and mathematics.

Inspection judgements

The achievement of pupils is good

- Standards have risen swiftly since the previous inspection to above average. This is due to better teaching, adaptations to the curriculum and high expectations, of both teaching and pupils' achievement, set by the headteacher.
- From starting points in the Reception class that are typically in line with those expected for their age, children learn at good rate.
- In Key Stage 1, pupils read well and their standards in writing and mathematics are good. Not all of the more-able pupils reach higher levels.
- In Key Stage 2, from their starting points, pupils make better than expected progress. Pupils' relatively advanced speaking and reading skills are increasingly being transferred to their writing. While attainment is above average outcomes could be higher. This is because some older pupils are still developing their handwriting skills and struggle with basic spelling and grammar. This leads to a lack of confidence to write independently in subjects other than literacy.
- In mathematics, an above average percentage of pupils reach the level expected for their age and overall attainment is above average by Year 6. More pupils, however, could exceed the expectations for their age. This is because there are limited opportunities for pupils to independently solve mathematical problems and investigations.
- Disabled pupils and those with special educational needs benefit from well managed and carefully tailored support. A skilled higher-level teaching assistant supports such pupils who need additional support in mathematics and literacy. Consequently, they make good progress towards their individual targets. Their attainment is close to similar pupils nationally and the gap with the national average for all pupils is narrowing.
- Effective support within class by teachers and teaching assistants ensures that any gaps are narrowing between the performance of pupils receiving pupil premium and those who do not receive it.

The quality of teaching is good

- Teaching has improved significantly since the previous inspection. This is in response to exemplary training, feedback and support which has built the confidence and skills of staff. Teachers and their assistants are a very strong team who work well together; this secures pupils' good learning.
- The common strengths of teaching are that:
 - staff are enthusiastic and show pupils that they are enjoying the lesson as much as they are
 - a healthy sense of competition is encouraged which motivates pupils and gives them a sense of achievement and the possibility of 'reaching for the stars'
 - an efficient way of planning lessons gives clarity to what is to be learnt and enables pupils to gain a clear understanding of how well they have achieved in the lesson
 - good subject knowledge leads to good discussions with pupils and incisive questions, for example, in developing pupils understanding of letters and their sounds in Reception and Key Stage 1
 - assessment is used carefully to plot pupils' progress
 - all staff manage behaviour well and in the same way, this secures excellent relationships.
- The quality of teaching is not yet outstanding because:
 - although pupils know their next steps in learning, they are not given enough guidance about how to move on in the longer term, for example, how to move from one level to the next
 - teachers do not ensure that their lesson plans precisely reflect the needs of the more-able pupils, and while work is different to other pupils it is not always challenging enough
 - the potential of many pupils to independently carry out investigations is held back by a tendency for teachers to tell pupils how to do things rather than guide them to find out for themselves.

The behaviour and safety of pupils are outstanding

- Pupils love school. They bound in each morning with a smile on their face, full of anticipation for the excitement ahead. This is one reason why attendance is high and punctuality excellent.
- Behaviour is impeccable. At all times, pupils are polite and naturally helpful. Pupils and parents feel that bullying of any sort is very rare. Occasionally one or two pupils irritate others; they quickly readjust in response to the interventions of staff and the positive attitudes of other pupils.
- The school's system to secure good behaviour is consistently used by all staff, including lunchtime assistants. It rewards hard work, good manners, helpfulness and teamwork. Pupils have great pride when their names are recorded in the 'Gold Book' as a literacy expert, as a mathematics whizz, or for being a good citizen.
- Pupils are proud of their school. They take responsibility maturely, acting as house captains or school councillors. In their capacity as ambassadors for the school, some pupils work with other school councillors from schools in the alliance. Pupils are determined to protect the environment and are adamant that lights are switched off and as much paper as possible is recycled.
- Pupils are given self-belief. Despite some nerves, pupils proudly and skilfully played instruments during the House Music event, sang as an ensemble and solo and danced. In so doing they demonstrated the great joy gained from performing to an audience.
- Pupils have a keen awareness of how to stay safe and healthy. They are aware of how to stay safe near roads and also how to be secure when using the internet.

The leadership and management are good

- The contribution of the headteacher has been outstanding since her appointment in 2011.
- She has built a strong staff team and established a culture in which everyone shares the same aim and determination to do the best for pupils. Morale is high: as one teacher stated, 'The improvement in this school in recent times has been massive.'
- The professional needs of teachers and teaching assistants are carefully considered. Through highly effective appraisals and reviews, staff benefit from access to courses and training to strengthen their skills and knowledge.
- The school's evaluation of its own performance is accurate and securely underpins the targets for improving the school further.
- All staff have responsibilities for aspects of the curriculum. Some are new to their role and are still developing their management skills.
- Parents are supportive of the school. Much effort is given to keep parents informed and to support their involvement in their children's education.
- Close partnerships with local schools has contributed to the rise in pupils' attainment. The partnerships have enhanced staff training, secured accurate assessments of pupils' work and opened up opportunities for broadening the curriculum.
- The curriculum is lively and exciting. Themes such as 'Extreme Environments' enables staff and pupils to give meaning to aspects of learning. The focus has rightly been to secure improved standards of literacy and mathematics, and now other subjects are being developed. Sport is given a suitable profile, including competitive events. Visitors have included a multiple Olympic Gold medal winner and World Championship Gold medallist. Every pupil has access to music at some point and French is taught as a modern foreign language. More is needed to develop the arts and aspects of the humanities to raise pupils' achievement further.
- The local authority gives effective support to the school. Regular visits by the Education Development Adviser support the school's evaluations of its performance. Development and guidance for the headteacher has assisted the many essential changes introduced.
- **The governance of the school:**
 - The governing body is closely involved in working with staff to set the school's plans for the

future. The Chair of the Governing Body and some other governors are frequent visitors to the school. They know the pupils well and through links with classes and subject leaders have a good understanding of which pupils can do better. Governors check that finances are efficiently spent, for example, the income received for the few pupils with pupil premium is evaluated to secure that it is spent effectively. Governors make sure that all arrangements for safeguarding meet statutory requirements. A close eye is kept on the priorities of the school-development plan to ensure that the aims are being actioned and achieved.

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	121569
Local authority	North Yorkshire
Inspection number	406037

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Helen Potter
Headteacher	Sarah Bassitt
Date of previous school inspection	11 December 2010
Telephone number	01423 506307
Fax number	01423 506307
Email address	admin@killinghall.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

