

Inspection of Kirk Smeaton Church of England Voluntary-Controlled Primary School

Main Street, Kirk Smeaton, Pontefract, West Yorkshire WF8 3JY

Inspection dates: 7 and 8 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Kirk Smeaton Primary is a welcoming and friendly school. Pupils arrive in the morning eager to begin the day. Parents and carers told inspectors that their children are keen to come to school. New pupils settle quickly and make friends.

The school's 'SHINE' rules – safe, healthy, independent, nurturing and equal – support pupils to develop positive attitudes towards their work and other people. Pupils behave well. Leaders have high expectations of them. Everyone in school is expected to be a positive role model to others. Through this ethos, pupils become confident individuals.

Anti-bullying ambassadors, assemblies and adults teach pupils how to recognise signs of bullying. School records show that incidents of bullying are low. When they occur, leaders respond swiftly.

Pupils feel safe in school. They know that they can go to an adult if they have a concern. A 'feelings tree' provides opportunity for pupils to record their worries and concerns on paper leaves. Staff regularly review these and provide time for pupils to speak to an adult whenever necessary. This work enhances the school's pastoral support of pupils.

What does the school do well and what does it need to do better?

During the past year, the school has experienced some turbulence. Leaders have managed some challenging circumstances admirably, including significant changes in staffing and the impact of the pandemic. Throughout this period, leaders have been resolute in the aim of causing the least amount of disruption to pupils. The school is now in a strong position to move forward.

A new phonics scheme was introduced at the beginning of the academic year. Children in Reception begin to learn the sounds that letters make from an early stage. They read with fluency and accuracy. A range of strategies such as reading challenges and visits to the library bus in the village encourage a love of reading across the school. Books are carefully selected to support the curriculum. Pupils enjoy exploring new texts, including novels and poems, such as *The Highway Man*.

Published schemes of work are used to support teaching in some subjects. In subjects such as mathematics, these ensure that key concepts are taught sequentially. Some subjects are at an earlier stage of development. For example, in French, leaders are reviewing plans to check that they are adapted to appropriately meet the needs of all pupils, including those with special educational needs or disabilities (SEND).

Although leaders have considered how the curriculum builds over time, they have not identified the key components of knowledge that pupils need to learn in all

subjects. Teachers do not check whether pupils have remembered this important knowledge. This leads to gaps in pupils' learning.

Teachers' subject knowledge supports pupils effectively in their learning. In mathematics, for example, teachers sensibly model the use of vocabulary to help teach new concepts. Teachers select appropriate activities that enable pupils to make progress. For example, in a physical education (PE) lesson during the inspection, pupils practised a short sequence of moves which they later combined to create a group dance.

Adults support pupils with SEND effectively. Pupils with SEND engage in tasks and activities well. However, sometimes pupils with SEND are given work that does not accurately meet their needs or is overly reliant on the support of an adult.

Children in the early years are provided with opportunities to develop skills in writing and number. They participate in singing songs and rhymes enthusiastically. Games and activities support children to learn to share and take turns. Children enjoy exploring in the extensive outside area. They gain confidence in developing new skills. Children explain to adults what they are doing, particularly when the activity captures their interest or imagination. Some children were eager to show an inspector how they were looking for, and collecting, minibeasts when digging in the soil.

Opportunities to support pupils' broader development are well considered. The school's curriculum supports pupils to learn about, and discuss, topics such as keeping healthy, both physically and mentally. Roles such as school councillors and environmental ambassadors develop pupils' leadership skills. Pupils are proud to represent their peers and take their roles seriously. Time for reflection in assembly, and during the day, enable pupils to consider the world around them and their impact on it. Pupils learn about fundamental British values. This work is carefully planned to link to Bible stories in assemblies and the school's aims. Topics are revisited and developed as pupils progress through the school. Pupils engage in discussion and debate, which develops their understanding of concepts such as the rule of law. In recent work, pupils learned about the justice system and the role of courts in criminal and civil law.

Governors know the school well. They visit the school regularly. Opportunities to meet with subject leaders and visit classes enable them to see the curriculum in action. Governors provide effective challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Policies and procedures are in place to keep pupils safe. Robust checks are made to ensure that adults working with children are appropriate.

Leaders carry out regular safeguarding audits of the school site. Appropriate measures are in place to ensure safe use of the community hall located on the same site as the school.

Visitors to school, such as the police community support officer, support teaching about safety awareness. Pupils learn about the 'green cross code' and not to talk to strangers. They also learn how to keep themselves safe online and that they should tell a trusted adult if they receive a message from someone that they do not know.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans do not consistently identify the key components of knowledge that pupils need to learn. As a result, teachers do not routinely check that pupils have learned and remembered the most important knowledge in all subjects. Leaders should ensure that curriculum plans identify the key components of knowledge that pupils need to learn.
- Some pupils with SEND are not given work that accurately meets their needs. Sometimes, the support provided overly relies on adults. Teachers should ensure that all pupils with SEND are given work that meets their needs and enables them to build independence.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121573
Local authority	North Yorkshire
Inspection number	10255679
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	Local authority
Chair of governing body	Rebecca Rawson and Harvie Palmer (co-chairs)
Headteacher	Hannah Cuddy
Website	www.kirksmeaton.n-yorks.sch.uk
Date of previous inspection	12 December 2017, under section 8 of the Education Act 2005

Information about this school

- Kirk Smeaton Church of England Voluntary-Controlled Primary School is smaller than the average-sized primary school.
- The school is part of the Church of England Diocese of Leeds. The school's most recent section 48 inspection was in November 2017.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher to discuss key aspects of the school's work.
- The curriculum was evaluated through carrying out 'deep dives' in early reading, mathematics, French and PE. Inspectors spoke to leaders with responsibility for

these areas, visited lessons and reviewed pupils' work. Inspectors also spoke to pupils and staff separately.

- Inspectors observed pupils arriving at the beginning of the school day and spoke to parents.
- Inspectors visited the school's breakfast club and observed pupils' behaviour at playtimes and lunchtimes.
- An inspector met with representatives of the governing body.
- Meetings were held with the head of school improvement from North Yorkshire local authority and a representative from the Church of England Diocese of Leeds.
- Inspectors reviewed responses to Ofsted's surveys for staff and pupils, as well as Parent View. They also considered surveys carried out by the school.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Sarah Birch

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023