

Kirk Smeaton Church of England Voluntary Controlled Primary School

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

Inspection dates 4 December 2012

Overall effectiveness	Previous inspection:	Good	2
	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 a good school.

- Pupils make good progress and achieve well at all stages as they move up through the school.
- The school prepares pupils well for the next stage of their education.
- Teaching is good with some that is outstanding. The quality of teaching is improving securely because school leaders have tackled weaker teaching robustly and made astute new appointments to the teaching staff.
- Pupils enjoy school greatly. They behave exceptionally well. They have extremely positive attitudes to learning. They are courteous, caring and proud of their school. Attendance is consistently above average.
- Pupils' spiritual, moral, social and cultural development is of a high standard.
- Leaders drive improvement effectively. The quality of teaching and achievement has improved significantly since the previous inspection, especially in the Early Years Foundation Stage and Key Stage 1.
- The governing body knows the school very well and provides good support and challenge.

It is not yet an outstanding school because

- Although improving securely, achievement is not yet high enough to be outstanding because not enough teaching is of consistently outstanding quality.
- Leaders do not use the existing outstanding practice in teaching in the school effectively enough to act as a model and spur to take the overall quality of teaching to outstanding.

Information about this inspection

- Inspectors observed teaching and learning in nine lessons. Two of the observations were carried out jointly with the headteacher. In addition, shorter observations of guided reading and the teaching of phonics (letters and sounds) were carried out.
- Inspectors held meetings with the headteacher, members of staff, pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of a wide range of documentation including: data relating to pupils' attainment, progress and achievement; policies and records relating to behaviour and safety; attendance data; and the school's self-evaluation summary and development plan.
- Inspectors took account of 28 parental responses to the on-line questionnaire (Parent View), as well as a summary of responses made by parents to a recent questionnaire sent out by the school.

Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Ray Biglin

Additional Inspector

Full report

Information about this school

- Kirk Smeaton is much smaller than the average sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported through school action is well below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school meets the current government's floor standards, which are the minimum expectations for pupils' progress and attainment.
- Apart from Year 2, pupils are taught in mixed-age, mixed-ability classes.
- Over the last three years, three new class teachers have been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so as to raise achievement further by:
 - making sure that all teaching is always challenging enough for all groups of pupils which matches their age, ability and needs
 - making sure that the pace and variety seen in the best teaching is consistent in all classes
 - using the existing outstanding teaching in the school more effectively as a model to share and promote best practice.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are typical for their age. Children in the Early Years Foundation Stage and Year 1 are taught together in one class. They achieve well because teaching and the curriculum provides a good range of activities that meet their needs, ages and abilities.
- Progress in the Year 2 class slowed in recent years because of staffing difficulties. As a result, pupils' attainment in reading, writing and mathematics was average. However, teaching is now good and, consequently, pupils' progress is accelerating rapidly and securely and pupils' attainment is above average.
- By the end of Key Stage 2, attainment in English and mathematics is consistently above average and is on an upward trend. In 2012, a higher proportion of Year 6 pupils reached the nationally expected standards and higher levels than last year.
- The progress pupils make is good and improving because the quality of teaching is good. From their starting points all pupils make at least the progress expected of them by the end of Year 6. The proportion of pupils who make better than expected progress is rising securely and rapidly.
- School leaders make the best and most effective use of the pupil premium funding to support the relatively few pupils who are looked after or who are known to be eligible for free school meals. As a result, these pupils make good progress and achieve as well, and frequently better, than similar pupils across the country.
- Disabled pupils and those who have special educational needs also make good progress and achieve well because of the high-quality support they receive from a dedicated and able team of teaching assistants.
- The teaching of phonics (letters and sounds) is good. Pupils enjoy learning to read and take pride in showing visitors how well they can read. By the end of Key Stage 1, attainment in reading is average and rising. By the end of Key Stage 2 it is above average overall. Pupils say how much they enjoy reading and most read fluently and confidently by the end of Year 2.

The quality of teaching is good

- Leaders have worked successfully to tackle weaker teaching. As a result, teaching has improved and is now good with some that is outstanding. This is especially the case in the Early Years Foundation Stage and Key Stage 1 where new teaching staff and improvements to indoor and outdoor resources have had a profound effect on the quality of teaching and pupils' progress since the previous inspection.
- Teaching in the mixed-age Reception and Year 1 class is based on good subject knowledge. It is lively and enthusiastic and provides pupils with a well thought out range of activities that engage them well. Teachers provide a good balance of activities set by the teacher and those pupils can choose for themselves.
- Teaching in other classes is also good with some that is outstanding. Teachers plan their lessons well to include a variety of stimulating activities that keep pupils interested and engaged. Pupils say that they learn a lot and enjoy lessons because 'our teachers make learning fun'.
- The best teaching really 'flies along at a fast pace' and with a sharp focus on pupils' progress and learning. Activities are designed to capture pupils' imagination and generate high levels of enthusiasm. For example, in one outstanding Key Stage 2 English lesson on punctuation, pupils were split into four groups of 'punctuation detectives' to find examples of punctuation in the classroom and around the school. The pupils squealed with delight when they found out what their challenge was and worked tirelessly to root out examples. The progress they made in understanding and using a variety of punctuation accurately was outstanding.
- However, on some occasions the pace of teaching drops and teachers spend too long on one

activity without varying the activities, with the result that pupils' progress slows.

- Teachers have a wealth of information about pupils' abilities and their progress. Most teaching uses this information effectively to make sure that activities are well matched to pupils' needs and levels of ability. However, on some occasions, activities are set that are too easy for some pupils and too hard for others. Again this slows progress.
- Teaching assistants support the few pupils with special educational needs and those known to be eligible for the pupil premium very effectively. This enables these pupils to make good, and improving, progress.
- Teachers mark pupils' work regularly. Their comments are consistently helpful in showing pupils what they need to do to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally proud of their school. They welcome visitors warmly and courteously. They are keen to show them their work. Their behaviour in the classroom and around the school is excellent and pupils show their enjoyment of school through their above average attendance.
- Pupils say how safe they feel in school and that there is always someone to turn to if they have a problem. Pupils show excellent awareness of potentially dangerous situations and what they need to do to avoid or deal with them. For example, they can detail the potential risks of using the internet and are fully aware of 'stranger danger'.
- Pupils told inspectors that bullying of any sort was never a problem. School records of bullying show only a very few minor incidents in recent years and that these were dealt with appropriately. Discussions with staff show that they are exceptionally vigilant and alive to the possibility of any bullying. Observations of pupils in classrooms and at play showed pupils getting on exceptionally well together, with not a hint of trouble and without any hint of discrimination in any form.
- Pupils take on a variety of responsibilities in school by becoming members of the influential eco-council and school council, for example. They are heavily involved in the school's initiative with the Royal Shakespeare Company and have performed at Stratford-upon-Avon.
- The result of such activities, and what is taught in lessons, is to produce pupils who are confident, mature and deeply interested in the world around them. Their spiritual, moral, social and cultural development is of the very highest order.

The leadership and management are good

- The headteacher has a very clear view of how successful the school can be. School leaders, including the governing body, show great determination in driving forward improvements.
- Leaders have an accurate view of how well the school is doing and where it could do even better. It uses the outcomes astutely to set priorities in the school development plan that are designed to make the school better.
- Leaders make rigorous and regular checks on the quality of teaching. This process leads to staff training and development that is closely linked to teachers' needs. As a result, the quality of teaching is good and improving. However, opportunities to use the existing outstanding teaching as a model of best practice are not yet fully exploited.
- Leaders have tightened procedures for checking on pupils' progress towards their challenging targets. This is now linked closely to managing the performance of teachers who are held to account for the progress of pupils in their class.
- Leaders have successfully tackled the issues for improvement identified at the time of the previous inspection and have improved further the quality of teaching and pupils' achievement, especially in the Early Years Foundation Stage and in Key Stage 1. This demonstrates the

school's strong ability to carry on making improvements.

- Pupils are provided with a good curriculum that meets their different needs, helps them to develop their skills and prepares them well for life in a diverse society. For such a small school, the range of enrichment activities is impressive, especially in providing pupils with cultural opportunities. This, together with the school's strong promotion of Christian values, ensures that pupils' personal development is of the highest quality, and that all pupils are fully included in all aspects of school life and are provided fully with good equality of opportunity.
- Relationships with parents are strong. Views expressed on Parent View and in questionnaires sent out by the school are overwhelmingly positive about the education it provides.
- Safeguarding policies and procedures are fully in place and give no cause for concern.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - The governing body makes sure that its members are fully trained and that they have an accurate view of how well the school is doing and where it could do even better. It provides very effective support and challenges the school leaders appropriately to drive improvement. The governing body has an accurate view of the quality of teaching and how the management of performance is used to improve its quality and tackle any underperformance. Through regular and detailed reports from the headteacher, the governing body knows how well the school is performing in comparison to other schools both locally and nationally. The governing body has a firm grasp on the school's finances and how the school uses the pupil premium funding to make sure that pupils known to be eligible for it are supported to promote their good progress and achievement.

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	121573
Local authority	North Yorkshire
Inspection number	403471

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Marjory Young
Headteacher	Rosamund Hanney
Date of previous school inspection	25 June 2008
Telephone number	01977 620497
Fax number	-
Email address	admin@kirksmeaton.n-yorks.sch.uk

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