

Kymbrook Primary School

Kimbolton Road, Keysoe, Bedford, Bedfordshire MK44 2HH

Inspection dates

5–6 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher has high expectations of staff and pupils and provides strong, dedicated leadership.
- Governance arrangements have been strengthened. The local governing body knows the school well. Along with school leaders, governors have a determination and aspiration to secure the best possible outcomes for all pupils.
- The latest information about the school's performance, work in pupils' books and evidence in lessons show that pupils are making good progress in their learning.
- There is a strong culture of safeguarding at the school. Pupils feel safe and appreciate the many ways in which the school helps them learn to stay safe.
- Leaders and governors have planned a broad and balanced curriculum. It is enriched by visitors, trips and visits, which develop pupils' learning confidence and aspirations.
- Staff morale is very positive. There is a strong team identity and staff are proud to work at Kymbrook Primary School.
- Pupils behave well both in and out of lessons. They enjoy school and are very grateful for the time and support that adults give. Parents and carers say that their children are well looked after and kept safe.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Leaders and teachers take every opportunity to reinforce these aspects of the school's work.
- Early years provision is good. Children are well cared for and settle quickly. They make good progress in Reception and are well prepared for key stage 1. However, children do not have enough opportunities for independent learning outside.
- The attainment of pupils currently in the school is at least in line with the national expectations for their age. Pupils make good progress in reading, writing and mathematics.
- Some middle leaders are new to their roles. They are hard-working and enthusiastic and are contributing effectively to the development of the curriculum. However, they have yet to have a sustained impact on standards.
- Teachers do not consistently use assessment information to ensure that the most able pupils are sufficiently challenged in all subjects.
- Teaching is good, resulting in positive pupil attitudes and good learning. However, in a minority of classes, teachers' expectations are not consistently high enough.

Full report

What does the school need to do to improve further?

- Strengthen leadership capacity by developing the capacity of middle leaders to monitor and improve the progress of pupils across different subjects.
- Improve teaching, learning and assessment by ensuring that:
 - the most able pupils are challenged in lessons to reach the higher standards of which they are capable
 - all teachers have equally high expectations of pupils in their classes.
- Develop the outdoor environment so that children in Reception have a greater range of opportunities available for independent learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher has quickly established a culture of high expectations and ambition for all pupils. All staff and governors share the school's vision. Staff are overwhelmingly positive about leadership and are proud to work at the school, where they are committed to providing pupils with the best possible opportunities. One pupil summed up the sentiments of many others when they said, 'All the adults are kind and help you if you need it.'
- The executive headteacher and other leaders in the school, and across the Kymbrook and Thurleigh Federation (the federation), work well together. As a result, leaders have a very clear understanding of what needs further improvement. They are accurate in their assessment of the school's strengths and weaknesses in teaching and provide good support and training to improve the quality of education.
- Leaders have been relentless in pursuing their aim that pupils should have the best possible outcomes. They have made difficult decisions to restructure classes and year groups in order to ensure that the quality of teaching that pupils receive is at least good.
- Leaders set precise, measurable targets in their well-focused improvement plans. These plans are shared with all staff and governors. Consequently, leaders are continuing to improve the quality of education in the school.
- Middle leaders are clear about the areas for which they are accountable. They are regularly involved in monitoring the progress that pupils make and checking the quality of teaching. They are well supported in this role by senior leaders, but it is too soon to see the sustained impact of middle leaders' work.
- Staff spoke positively about the many changes that have taken place since the previous inspection. They feel valued and part of a strong team. They are positive about having more opportunities to work with and learn from others, both within school and across the federation. Staff value the open and constructive feedback they receive from leaders and the increased opportunities they have to access effective training.
- Staff who responded to Ofsted's online questionnaire expressed very positive views about the school's leadership, believing unanimously that the school is well led and improving rapidly. They also felt that leaders treat them fairly and with respect.
- Leaders ensure that pupil premium funding has a positive impact on the academic and personal development of disadvantaged pupils. The school's pupil premium strategy is effective in providing the pupils it supports with opportunities to thrive.
- Funding for pupils with special educational needs and/or disabilities (SEND) is used effectively. Leaders' regular monitoring indicates that these pupils make gains academically, behaviourally and emotionally, according to their needs.
- The curriculum is carefully designed to meet pupils' needs. Leaders have worked hard and with considerable success since becoming a primary school to ensure that the curriculum is very well focused on developing pupils' academic capabilities, so that they leave school as well-rounded young people who are well prepared for their secondary education.

- Trips, visits and themed days enrich the curriculum and make learning enjoyable. Pupils are very positive about the opportunities they have to visit museums and participate in creative arts festivals. They enjoy outdoor activities during the school's two annual residential trips.

Governance of the school

- Following the previous inspection, an interim executive board replaced the governing body. This was disbanded in September 2018, with some of its members becoming members of the new governing body. This has resulted in the current governing body having a secure knowledge of the school, its strengths and the areas it needs to improve.
- Governors have developed quickly as an effective corporate body under the support and guidance of the chair, who is also a national leader of governance.
- Governors are well informed about the rapid developments that the school has made, especially since the appointment of the executive headteacher. They are now fully involved in evaluating the work of the school and developing improvement plans. They play a full role in determining the strategic work of the school.
- Through governors' meetings and their visits to the school, governors offer leaders increasingly effective challenge and support.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders have established a secure culture of safeguarding. Processes to keep pupils safe permeate all aspects of school life.
- Child protection procedures are compliant and robust. Leaders are diligent in making sure that children in need of support are identified quickly. Staff work closely with a range of external agencies to ensure that children are well supported.
- The culture of safeguarding in the school is evident, with children saying that they feel safe and parents expressing their confidence that this is the case. Learning about how to keep safe is woven into pupils' learning across the school curriculum.

Quality of teaching, learning and assessment

Good

- The majority of teachers plan learning activities that ensure that pupils' different needs are met. This works particularly well in some classes where teachers probe pupils' thinking and move them on quickly in their learning.
- Teachers encourage pupils to explain how they are completing a task, sometimes with their classmates. The excellent relationships pupils have with one another, and their teachers, support this work and help pupils to have a good understanding of what they are learning. For example, in upper key stage 2, as pupils assessed their partners' writing, one pupil stated, 'It is very important we are honest so that our partner knows exactly how to improve.'

- Teachers do not always use assessment information effectively to plan learning that brings the best out of the most able pupils. Conversely, where challenge is provided promptly in lessons, pupils make good improvements in their learning. Teachers make effective use of their strong subject knowledge and skilful questioning to encourage pupils to think deeply about their learning.
- Teachers check carefully that pupils have gained knowledge and understand concepts. Pupils respond admirably, as they are required to give reasons for their answers. As a result, they develop further confidence in their learning.
- Pupils who need additional help receive this through the work of highly effective learning support assistants who use a variety of suitable resources efficiently. These pupils are able to make good progress because their needs are consistently well met.
- Pupils receive effective phonics teaching, and this provides them with a secure base on which to build their wider reading and writing skills. They make good progress from their varying starting points. Pupils who read to the inspector were able to use their phonics knowledge to read unfamiliar words, helping them to read fluently. Younger pupils are already using phonics skills to support spelling in their writing.
- Pupils across the school enjoy reading and read both at school and at home. Pupils in upper key stage 2, for example, talked enthusiastically about their favourite authors, including David Walliams and Philip Pullman.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has a warm, nurturing and friendly atmosphere. Pupils are welcoming and show care and consideration for others. They take pride in being a part of their school community and look after the environment well.
- Pupils understand the different forms of bullying and racism and told the inspector that these are infrequent occurrences in their school. Leaders' records confirmed this to be the case.
- Pupils are proud of their school. They used words such as 'friendly', 'kind' and 'family' to describe their school. Parents and staff agree. In their responses to the online survey, staff were unanimous in their praise for leaders' work to motivate and support the school's pupils and staff. Parents expressed views such as, 'They [children] feel happy and safe and I am confident they are well looked after and well taught.'
- Pupils collaborate well, both in the classroom and at playtimes. They are increasingly able to develop their learning independently where teachers skilfully plan purposeful tasks and ask questions that keep the learning moving forward.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school and their attendance is above the national average.

- Pupils rise admirably to the consistently high expectations of behaviour that are set by all staff. Pupils show courtesy and consideration towards each other and adults, including visitors.
- Pupils behave well around the school and at playtimes. They play happily and show care and responsibility towards each other. Their positive attitudes ensure that a calm and well-organised approach is sustained across the school day.
- Pupils take pride in their work. In most cases, pupils work hard, listen carefully and concentrate in lessons. They are good at working with each other and are confident to share their views and ideas. However, in a minority of lessons, pupils lose concentration when learning lacks appropriate challenge.

Outcomes for pupils

Good

- By the end of key stage 1 in 2018, the proportion of pupils achieving the expected standard in reading, writing and mathematics was above the national average. The proportion of pupils achieving greater depth was above the national average in reading and writing.
- In 2017 and 2018, the proportion of pupils achieving the expected standard in the Year 1 phonics screening check improved and was above the national average, as a result of effective teaching.
- From their starting points, children in the early years make good progress and are prepared well for entry to Year 1. The proportion of children reaching a good level of development by the end of the early years has been above the national average for the last three years. School information for current children shows that standards have remained high.
- There were no published results for the end of key stage 2 in 2018, as the school did not have a Year 6 cohort. Leaders' accurate assessment information shows that current Year 6 pupils have made good progress in reading, writing and mathematics, and sustained high standards of attainment in all three subjects. Work in pupils' books and conversations with staff and pupils confirm this.
- Currently, across all year groups and in all subjects, including English and mathematics, pupils are making equally strong progress. This also applies to disadvantaged pupils. Pupils with SEND typically make good progress from their starting points.
- Previously, some pupils have not made strong enough progress to reach attainment that is above age-related expectations in key stage 2. This is now improving. More pupils with middle prior attainment and the most able pupils are now achieving higher standards.

Early years provision

Good

- The early years leader is knowledgeable about the provision and has high expectations of children's learning. She uses assessment information to plan a range of stimulating activities to meet children's needs.
- Links between the staff and parents are strong and include drop-in sessions, activity days and meetings about phonics and the curriculum. Families feel confident that they

can come in and share any anxieties they have, knowing that these will be dealt with quickly.

- The learning environment in the Reception class is vibrant, motivating and safe. Activities indoors provide children with opportunities to develop their knowledge and understanding in different areas of the curriculum. There is a calm atmosphere, where children are encouraged to explore and make independent choices. As a result, children are absorbed in their learning. For example, children independently used their knowledge from an earlier phonics lesson to write stories in the writing area and were keen to share these with the inspector.
- The outdoor learning environment does not allow children to access activities and resources independently. Therefore, this does not enhance the quality of learning for children, particularly for the most able.
- Assessment of children's progress is continual. The leader collects a range of evidence to show that children are making good progress across the early years curriculum. She regularly checks the accuracy of her assessments with colleagues from other schools.
- Children are motivated and eager to learn. They contribute to discussions and listen respectfully to their peers. Children respond well to the praise they receive from all the staff.
- Children leave the early years well prepared for Year 1. Phonics is taught effectively. Children develop their ability to recognise sounds and blend them together. A high proportion of children achieve a good level of development and make rapid progress in reading, writing and mathematics. Disadvantaged children make good progress in line with their peers.
- Children are able to concentrate for a sustained period of time because the activities are interesting. They talk confidently about what they are doing. For example, one child spoke with the inspector about Pancake Day and the ingredients needed to make a pancake. Children wait to take their turn happily and share their ideas with other children. Children's relationships with each other and with adults are strong.
- The arrangements for safeguarding children are effective. Leaders and governors make sure that all statutory requirements are met.

School details

Unique reference number	109590
Local authority	Bedford
Inspection number	10057812

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

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Cathy Piotrowski
Headteacher	Sarah Moore (executive headteacher)
Telephone number	01234 376266
Website	www.kymbrookprimary.uk
Email address	kymbrook@ktfederation.co.uk
Date of previous inspection	11 November 2016

Information about this school

- Kymbrook Primary School is smaller than the average-sized primary school and is one of two schools in the Kymbrook and Thurleigh Federation. The schools have one executive headteacher.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The proportion of pupils who are believed to speak English as an additional language is below the national average.
- The proportion of pupils who receive special educational needs support is above the national average.

Information about this inspection

- The inspector observed teaching in each class. This included visits made jointly with the executive headteacher to observe the work of classes from Reception to Year 6. The inspector looked through a wide range of pupils' work across the curriculum and heard pupils read.
- The inspector spoke to pupils formally in groups and informally around school to gather their views. The inspector observed pupils' behaviour at playtimes and lunchtimes, when pupils were moving in and around the school and during lessons.
- The inspector spoke with parents at the start of the day and took into account the views of 28 parents who completed Ofsted's online survey, Parent View, together with the 14 responses made on the free-text service.
- Meetings were held with staff, the chair and members of the governing body, senior leaders and middle leaders. The inspector also took account of 17 responses to the staff survey. The inspector held a meeting and a telephone conversation with representatives from the local authority.
- The inspector considered a range of documentation, including the school's evaluation of its own performance and its areas for development. Pupils' attendance and behaviour records, including records of bullying incidents, were evaluated. The inspector reviewed safeguarding documentation and how this related to daily practice, as well as speaking with staff and children about safeguarding.

Inspection team

Susannah Connell, lead inspector

Ofsted Inspector

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