

Inspection of Keyingham Primary School

Russell Drive, Keyingham, Kingston-upon-Hull, East Yorkshire HU12 9RU

Inspection dates: 16 and 17 July 2024

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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Victoria White. This school is part of The Consortium Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lizann Lawson, and overseen by a board of trustees, chaired by Ian Furlong.

What is it like to attend this school?

Pupils enjoy attending Keyingham Primary School. They recognise that adults care for them and support them to succeed. Parents and carers share their children's positive view of the school. This creates a climate where pupils are able to achieve well.

Pupils behave well at school. Incidents such as bullying and other unkind behaviours are rare. Teachers help pupils to resolve these well. This ensures that pupils feel safe at school. Changes to the school, such as those made at social times, have significantly reduced incidents of poor behaviour. Pupils play well together and are inclusive of their peers. Adults teach them to manage risks responsibly when playing with the outdoor equipment. Pupils enjoy the rich opportunities that the school provides.

Pupils have opportunities to participate in enrichment activities, clubs and visits. Many pupils hold leadership roles, such as eco-monitors, in the school. The school provides a range of opportunities to learn about careers in the local area. Some pupils visit Driffield Agricultural Show to learn about careers in the agricultural sector. Other pupils benefit from opportunities linked to the curriculum. For example, in science, the school used a planetarium visit to strengthen pupils' understanding of space.

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

The school has redesigned the curriculum in each subject in recent years. The curriculum is well considered. It provides teachers with clarity on what should be taught and when. The school has a clear understanding of the refinements that it needs to make to strengthen the curriculum further.

Staff are committed to the school's vision for pupils 'to learn more and see more so that they can be more'. This is reflected in the school's improved academic outcomes. Most pupils achieve well. Teachers present new information clearly. This builds logically on what pupils have learned previously. Teachers provide pupils with opportunities to revise and practise important knowledge. This helps pupils to remember what they have been taught.

The school has prioritised supporting pupils with special educational needs and/or disabilities (SEND). This is reflected in the school's expansion of its additionally resourced provision, known as 'the hub'. The needs of pupils with SEND are identified swiftly. Where appropriate, the school sources additional help, such as speech and language therapy, for pupils. Teachers understand how to support pupils with SEND in lessons. They do this effectively. Consequently, pupils with SEND achieve well. Parents of pupils with SEND are positive about the quality of provision that they receive.

Pupils in the early stages of learning to read are supported well. The school has trained staff in how to deliver its phonics scheme. Adults teach phonics sessions effectively. An increasing number of pupils reach, and exceed, national expectations for reading. However, some pupils struggle to read fluently. Others, although able to read, do not read widely. The school has identified this and taken actions to make improvements. It is too early to know whether these actions will have the desired effect.

Children in the early years make a positive start to school. Adults focus on developing children's language skills. In Nursery, children sing songs and rhymes that help them to learn about numbers. All children benefit from regular stories that link to their learning and develop important vocabulary. In the provision, adults model skills such as sharing and taking turns effectively. Children develop increasing levels of independence. They are well prepared for key stage 1.

Pupils typically behave well in school. Relationships between staff and pupils are warm and respectful. When pupils struggle to meet the school's expectations, staff provide them with additional support. Staff use the school's 'fix it' system to help pupils reflect on their mistakes and improve their conduct.

Pupils attend school regularly. The number of pupils, including disadvantaged pupils, who are absent from school is reducing. Pupils are increasingly punctual to school. As a result, pupils increasingly benefit from the school's improved curriculum.

The school's personal, social and health education (PSHE) curriculum is well considered. Leaders have strengthened it by including additional lessons about online safety and other topics relevant in the local community. These lessons help pupils to manage risks that they may face. Pupils have an age-appropriate understanding of healthy friendships and relationships. However, pupils' understanding of some other topics, such as other faiths and beliefs, lacks detail.

Leaders have taken a thoughtful approach to how they have improved the school. Staff are supportive of leaders' actions. They describe the culture of the school as 'being transformed'. Leaders have supported staff to develop professionally. One member of staff summed this up by saying that leaders had helped them to improve their work but also built their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too few pupils read widely and independently for pleasure. These pupils miss opportunities to expand their vocabulary, and learning, through accessing high-quality texts. The school should develop its current approach to reading so that more pupils read widely and independently for pleasure.
- Some pupils' knowledge of topics in the PSHE curriculum, such as other cultures and beliefs, is not as strong as it should be. These pupils lack a detailed understanding of what it means to be tolerant of others. The school should ensure that gaps in pupils' knowledge are closed so that they develop a fuller understanding of the school's PSHE curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147760
Local authority	East Riding of Yorkshire
Inspection number	10323119
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	Board of trustees
Chair of trust	Ian Furlong
CEO of the trust	Lizann Lowson
Headteacher	Victoria White
Website	www.keyinghamprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Consortium Academy Trust.
- The school hosts an additionally resourced provision for the East Riding of Yorkshire local authority. The provision provides education for pupils with SEND. It specialises in support for autism.
- The proportion of pupils with SEND is above the national average.
- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with members of the trust board, the local governing board and the trust's chief executive officer.
- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance, early years provision and personal development.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

Inspection team

Thomas Wraith, lead inspector	His Majesty's Inspector
Jenny Winfield	Ofsted Inspector
Alison Oxtoby	Ofsted Inspector

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