

Inspection of Kirkby Woodhouse School

Main Road, Kirkby-in-Ashfield, Nottingham, Nottinghamshire NG17 9EU

Inspection dates: 6 and 7 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Kirkby Woodhouse behave exceptionally well. They are a credit to the school. Pupils are keen learners who try their best in lessons, showing resilience when faced with tricky concepts. The atmosphere around school is calm and happy. Pupils show qualities of respect and kindness. They care for each other and express empathy for those experiencing difficulties.

Pupils say that they feel safe at school. They say that adults are easy to talk to if they have any worries. Parents and carers also praise the support that staff provide for their children. They describe how teachers 'go far and beyond' for the sake of the pupils.

Many pupils enjoy belonging to a range of groups and clubs. Some act as school or curriculum councillors, sports ambassadors or the 'green bees'. Pupils talk enthusiastically about the residential visits that take place in all year groups. All of these activities, and many others, ensure that pupils' broader personal development is very well promoted.

If required, pupils can benefit from the school's strong pastoral support system. Younger children enjoy the 'emotions potions' activities that help them to understand their feelings. Pupils learn how to take care of their mental and physical health in age-appropriate ways.

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

Since the last inspection, leaders have revised the curriculum from the early years to Year 6. Leaders have focused on the important knowledge and skills that pupils need to learn as they progress through the school. As part of this process, leaders have deliberately included a range of themes and activities that provides pupils with a breadth of 'enrichment' experiences. They are determined that pupils will be as well prepared as possible for their next steps beyond the school.

In most subjects, the curriculum revision is complete. Teachers deliver a well-planned curriculum that enables pupils to know and remember more. For example, in mathematics, science and physical education, pupils progress well. They apply what they already know when approaching new learning. Teachers constantly check how well pupils know and understand what they are taught. This is also the case in a number of other subjects.

Leaders recognise that there are a small number of subjects where the curriculum is less strong. In some cases, the curriculum does not yet set out the important knowledge and skills in enough detail. In other cases, teachers are not yet implementing the new curriculum as effectively as they might.

Leaders and staff are ambitious for all pupils to achieve as highly as possible. This includes pupils with special educational needs and/or disabilities (SEND). Staff care

about these pupils' well-being. Pupils with SEND are fully included in the life of the school. They receive support to access the full curriculum. On occasion, the targets set for these pupils to achieve are not as precise as they could be.

Leaders encourage all pupils to develop a love of books. They prioritise the teaching of early reading. Leaders have introduced a new, more systematic approach to teaching phonics. Pupils begin to learn how to read as soon as they start school. Pupils of any age receive support with reading for as long as it is needed. Teachers make sure that pupils read from books that match the sounds they know. This heightened focus on reading is beginning to have a positive impact. Pupils are becoming capable readers more quickly than in the past.

Children in the early years benefit from a well-planned curriculum that prepares them to be 'school ready'. Caring staff quickly identify and support children who need extra help, for example to develop their speech and language skills. In the indoor areas, there is an inspiring learning environment that caters very well for children's needs. However, this is not as strong in the outdoor areas. There is a plan to redevelop this aspect of the early years provision.

Leaders support pupils' wider personal development well, in most aspects. Pupils understand the importance of treating everyone equally. However, the curriculum does not currently enable pupils to have a secure enough knowledge of the range of faiths and cultures found in modern British society. Pupils have a limited understanding of important British values, such as democracy.

Staff morale is high. Staff say that they feel valued by leaders and governors. They appreciate the consideration shown for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that all staff have a strong focus on safeguarding. There is a culture of vigilance and care across the school. Positive, trusting home-school relationships enable leaders to step in quickly to offer support if problems should occur. Staff training is through and up to date. Leaders keep meticulous records. These show that leaders are quick to act when necessary.

Pupils learn how to keep themselves safe, through the curriculum and beyond. They learn about healthy relationships and online safety. There are trusted adults available for pupils to talk to, should they wish.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the curriculum revision is not yet complete. In some cases, leaders do not provide teachers with the guidance needed to deliver a fully planned and sequenced curriculum. In other cases, teachers do not consistently implement the planned curriculum, including in the early years outdoor environment. Leaders should ensure that the curriculum is coherently planned and implemented in all areas, so that pupils know and remember more over time.
- Leaders do not promote some aspects of pupils' spiritual, moral, social and cultural development as well as they should. Pupils do not have a secure enough knowledge of different people's faiths. They do not fully understand the meaning of fundamental British values. Leaders should ensure that pupils are well prepared to take their place in modern British society, by developing a well-informed knowledge of an appropriate range of faiths and values.

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	143301
Local authority	Nottinghamshire County Council
Inspection number	10254780
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	Board of trustees
Chair of trust	Peter Golightly
Headteacher	Rachel Jones
Website	www.kirkbywoodhouse.notts.sch.uk
Date of previous inspection	29 and 30 January 2020, under section 8 of the Education Act 2005

Information about this school

- 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. The 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 and other senior and curriculum leaders.
- The lead inspector met with several members of the local governing body, including the chair. The lead inspector also met with the chair and trustees and the chief executive officer from the Aspire multi-academy trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, computing, science and physical education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a familiar adult.

- Inspectors also discussed the curriculum, reviewed curriculum planning and looked at samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector	His Majesty's Inspector
Peter Johnston	Ofsted Inspector
Angela Sweeting	Ofsted Inspector
Karen Slack	Ofsted Inspector

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