

# Inspection of Kildwick Church of England Voluntary Controlled Primary School

Priest Bank Road, Kildwick, Keighley, West Yorkshire BD20 9BH

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Inspection dates: 28 and 29 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act.

## **What is it like to attend this school?**

The school is proud of its place in the local community. Pupils are keen to play an active role in supporting Kildwick. They have raised money for a community defibrillator. The school's drive to be sustainable and eco-aware is distinctive. Pupils grow and eat vegetables, and they are setting up a 'refill shop' to reduce plastic use in the community. The school organises a 'walking bus' once a week to encourage pupils to walk to school. The vision leaders are raising funds for a solar power unit. Pupils enjoy these varied leadership roles.

The school has high expectations of pupils. Pupils are excited to learn. They enjoy school. Pupils behave very well and value the learning opportunities. The school ensures that pupils understand how the values of the school should be modelled in their behaviour. For example, the value of living to love is shown in the caring attitude of pupils.

Pupils know that they have a trusted adult in the school if they need one. They know that if bullying happens, it will be dealt with by the school. As a result, pupils are safe in this caring school.

Pupils are very aware of individual differences. They respect and embrace these. Pupils understand why people should not be subjected to discrimination. As a result, pupils are prepared for life in modern Britain.

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

The curriculum ensures that pupils can gradually build their knowledge over time. Assessment strategies ensure that leaders know what pupils know and understand. For example, the 'remembering red' activity at the start of mathematics lessons allows pupils to revisit prior learning. This helps pupils to remember what they are taught and teachers to identify and address any misconceptions quickly. In some foundation subjects, however, the revisiting of prior learning does not consider mixed-age classes carefully enough. This means that some opportunities to revisit prior learning for older pupils are missed.

Leaders ensure there is a consistent approach to the teaching of reading. Adults are well trained in the delivery of this approach. This results in pupils learning to read effectively. Leaders identify pupils who find reading more difficult. These pupils receive individual support, which ensures that they catch up with their peers quickly. Pupils enjoy reading and are keen to share their favourite books. They particularly enjoy class reads, which are read to them by an adult. Year 6 pupils excitedly speak about their class read, 'Oh Maya Gods'.

The school puts personalised support in place for pupils with special educational needs and/or disabilities (SEND). The proactive approach is exemplified by strong transition practices when children arrive in Reception. This means that leaders know the support needed when children join. The school ensures that pupils understand

their feelings. Pupils are taught to recognise and manage their own emotions. Pupils with SEND achieve well in the school.

Pupils' attendance at the school is high. The school works very closely with families to ensure that this is the case.

The curriculum for pupils' personal development goes beyond what is expected. Pupils of all ages flourish due to the extensive opportunities that the school carefully creates for them to take on leadership responsibilities, such as milk monitors and buddies. Year 6 pupils are very proud of their role as a 'buddy' supporting children in early years. They value the regular opportunities to enjoy lunch together.

Pupils develop a deep sense of respect for themselves, for others and for the school, locality and wider world. The eco-club, for example, aims to make the school carbon neutral. Pupils' personal, social and health awareness is well considered. Pupils learn about risks they may face in the locality. For example, they understand the risks associated with the nearby canal and roads.

A plentiful array of extra-curricular activities is available for pupils to access. Pupils really enjoy attending clubs, such as taekwondo, cross country, eco-club and construction club. Attendance at these clubs is exceptionally high. Pupils enjoy school a great deal, and their attendance is consistently high. One parent represented the views of many by stating that 'Kildwick is a truly wonderful school where our children thrive and are fully supported in their educational and social needs'.

In early years, activities are purposeful and designed to make sure that children are ready to move up to key stage 1. Leaders ensure that children's engagement with different areas of provision is monitored so that their curriculum experience remains wide. As a result, children are well supported to get off to a strong start in their early years.

School leaders work closely with governors, the diocese and the local authority. The diverse range of challenge and support ensures that leaders are reflective about the quality of education they provide for pupils. Leaders consider the views of families, and parents value the newsletter. Staff feel valued by leaders. They are confident that their workload is carefully considered. The school is united in giving pupils the best possible experience while they attend Kildwick Primary School.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some of the foundation subjects do not consider precisely enough how pupils will be able to build on their prior learning in mixed-age classes. This means that some of their learning is not connected as securely to what they have learned before. The school should consider how to help pupils build on what they already know, particularly in mixed-age classes.

## 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

<b>Unique reference number</b>	121600
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10242430
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Perry
<b>Headteacher</b>	Tim Whitehead
<b>Website</b>	<a href="https://www.kildwickceschool.org.uk/">https://www.kildwickceschool.org.uk/</a>
<b>Date of previous inspection</b>	10 December 2008

## Information about this school

- The school is designated as having a religious character. The last section 48 inspection of the school's religious character was in November 2019.
- Since the last inspection, there has been a change in the leadership of the school and governing body.
- The school does not use 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. 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 also reviewed the curriculum structure in history and art and design.
- The lead inspector met with the members of the governing body, including the chair.
- The lead inspector met with a senior education advisor from the local authority.
- The lead inspector spoke with a schools advisor from the diocese.
- A range of school documents was reviewed, including the school's self-evaluation and improvement plans.
- 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.
- Inspectors considered the views of parents through their responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.

### **Inspection team**

Andrew Gibbins, lead inspector

His Majesty's Inspector

Katie Hall

Ofsted Inspector

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