

Inspection of Outwood Primary Academy Kirkhamgate

Brandy Carr Road, Kirkhamgate, Wakefield WF2 0RS

Inspection dates:	1 and 2 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is Matthew Vickers. The school is part of Outwood Grange 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 (CEO), Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw CBE.

What is it like to attend this school?

Outwood Primary Academy Kirkhamgate provides an exceptional learning environment where pupils feel safe, valued and supported. From the moment pupils join the school, they experience an atmosphere where all feel welcome and high expectations are the norm. The school develops pupils' character remarkably well. The 'Outwood Diploma' and a wide range of leadership roles provide pupils with extraordinary experiences, citizenship development and memorable interactions.

Pupils thrive in the school's calm and aspirational environment. Behaviour is exemplary. Pupils are eager to learn. They engage enthusiastically with lessons and take pride in their achievements. Pupils achieve well.

The school's strong culture of respect and care is evident in the way that pupils interact with each other and with staff. Bullying is rare. Pupils are confident that any issues will be dealt with swiftly.

Parents and carers are overwhelmingly positive about the school. They praise the excellent support that their children receive, particularly children with special educational needs and/or disabilities (SEND). The school takes proactive steps to teach pupils about staying safe, both online and offline, through its comprehensive personal, social and health education curriculum. Pupils remember their learning from these lessons.

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

Pupils, including those who are disadvantaged, benefit from a rich and well-delivered curriculum. From the early years to Year 6, the curriculum builds pupils' knowledge progressively. The curriculum is successful in providing every pupil with rich learning experiences that prepare them for future success. Pupils are given regular opportunities to deepen their understanding and apply their knowledge. Teachers check pupils' understanding and address any misconceptions promptly. This ensures that all pupils are supported to achieve well.

The school's inclusive approach ensures that pupils with SEND receive support that enables them to access the full curriculum offer. Teachers are skilled at making adaptations to lessons to help pupils with SEND. Staff work closely with external agencies, the trust and parents to ensure that the needs of pupils with SEND are identified early. The school maintains a sharp focus on continuously improving the provision for pupils with SEND to ensure that they achieve as well as their peers.

Right from the start, there is a clear focus on developing pupils' phonics skills and fostering a love of reading. Staff are experts at teaching children to read. As a result, children learn to read quickly. Staff are highly skilled at identifying pupils who are at risk of falling behind. They provide targeted support to help these pupils catch up. Older pupils also benefit from tailored interventions that improve their reading fluency and comprehension.

In the early years, children receive a high-quality start to their education in a well-organised, engaging and caring environment. The thoughtfully designed curriculum sets out the important knowledge and skills that children should acquire. This lays strong foundations for their future learning. Interactions between staff and children are excellent. Staff use their expertise to tailor activities to the needs of each child. The learning environment provides many opportunities for children to explore and develop their social skills.

Behaviour across the school is exemplary. Pupils are highly motivated to do well. They understand the school's clear expectations of how to behave. Staff praise and reward pupils regularly. Instances of poor behaviour or bullying are extremely rare. When they do occur, the school deals with them quickly. Pupils are highly respectful to each other and staff. The school provides pupils with strategies to manage their emotions and build resilience. As a result, pupils do this well. Pupils' attendance is consistently high and they are keen to attend school each day.

Pupils are provided with a variety of opportunities to develop leadership skills, participate in community projects and grow into responsible citizens. They value the leadership opportunities that they have. These help them to develop a sense of responsibility and pride in their school. The school provides an extensive range of extra-curricular opportunities to develop pupils' talents and interests.

Leaders, including those responsible for governance, have an unwavering commitment to providing a high-quality education for every pupil. All staff benefit from the regular training the multi-academy trust provides. Leaders at all levels, including governors and the multi-academy trust, provide strong oversight and challenge, ensuring that the school continues to improve. Staff well-being is a priority. The school takes active steps to manage workload and provide support.

Safeguarding

The arrangements for safeguarding are effective.

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	139080
Local authority	Wakefield
Inspection number	10346476
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	222
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw CBE
CEO of the trust	Lee Wilson
Principal	Matthew Vickers
Website	www.kirkhamgate.outwood.com
Dates of previous inspection	23 and 24 September 2014, under section 5 of the Education Act 2005

Information about this school

- The school is part of Outwood Grange Academy Trust.
- The principal was appointed in April 2024.
- The school provides a breakfast club and after-school childcare for pupils.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 spoke to senior leaders, including representatives from the board of trustees and members of the academy council.
- Inspectors carried out deep dives in early reading, mathematics, geography, 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 also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- 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 met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's surveys for pupils and staff. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Andy Taylor

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024