

# Kingsthorpe Village Primary School

## Inspection report

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<b>Unique reference number</b>	133732
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	381545
<b>Inspection dates</b>	12–13 January 2012
<b>Lead inspector</b>	Richard Marsden

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Glithero
<b>Headteacher</b>	Elizabeth Smorfitt
<b>Date of previous school inspection</b>	5 November 2008
<b>School address</b>	Knights Lane Kingsthorpe Northampton NN2 6QL
<b>Telephone number</b>	01604 714223
<b>Fax number</b>	01604 792708
<b>Email address</b>	bursar@kvps.northants-ecl.gov.uk

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## Introduction

Inspection team

Richard Marsden

Additional inspector

Robert Miller

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons taught by eight teachers. They spoke with parents and carers, and held meetings with pupils, staff and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and examined safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning. The responses to questionnaires from 96 parents and carers, 11 staff and 99 pupils were also considered.

## Information about the school

The school is smaller than the average-sized primary school. Most pupils are of White British heritage with a few from other backgrounds. A very small proportion speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is similar to the national average. The proportion of pupils known to be eligible for free school meals is below the national average. The school has National Healthy School Status and the Inclusion Quality Mark. The school exceeds the current floor standard set by the government, which determines the minimum expectations for attainment and progress. The school has undergone significant staffing changes since the last inspection.

A private pre-school provision operates on the school site. It is not managed by the governing body and is inspected separately.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school.
- Pupils' achievement is satisfactory and they make satisfactory progress throughout the school in reading, writing and mathematics. By the age of 6, pupils' attainment is in line with expectations for their age. Attainment is broadly average by the age of 11 although attainment is higher in reading than in writing and mathematics.
- Leadership and management are satisfactory. The school is improving due to the clear direction of the headteacher and the work of other leaders. Systems to strengthen the quality of teaching and raise attainment in writing and mathematics have begun to have an impact.
- The Early Years Foundation Stage is a strength. Children whose attainment in English and mathematics is below expectations for their age when they join the Reception year, catch up very effectively and are in line with expectations by the time they move into Year 1.
- Behaviour and safety are good. Pupils' enjoy school and are proud to belong to it. Their attendance is above average.
- The quality of teaching is satisfactory. In some lessons, teaching is good but there is variability throughout the school, leading to satisfactory progress overall. In some classes, pupils engage enthusiastically in their learning. In others, the tasks lead only to satisfactory progress, and in some mathematics lessons more able pupils are not sufficiently challenged. Guidance given to pupils through marking is variable: in some cases it is very helpful, but in others, it does not show pupils clearly enough what to do to improve.
- Pupils' spiritual, moral, social and cultural development is good. They respond with interest and curiosity to people whose views and backgrounds are different from their own, although opportunities for them to have first-hand interaction with pupils from contrasting cultures are under-developed.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment in writing and mathematics so that by the age of 11

their attainment in these subjects matches their attainment in reading, by ensuring that:

- there is greater consistency in the marking of pupils' work so that all are clear about how well they are doing and what they need to do to improve
- the quality of teaching in all lessons matches that currently found in the best.

- Strengthen pupils' multicultural development by creating more opportunities for pupils to have first-hand interaction with their counterparts from contrasting cultures within the United Kingdom and/or overseas.

## **Main report**

### **Achievement of pupils**

Pupils start Year 1 with attainment in mathematics and English which is in line with expectations for their age. They make satisfactory progress and by the age of 11, their attainment matches the national average. There are no significant variations in the achievement of boys and girls or other groups.

Most parents and carers believe that their children are making good progress. In lessons observed, pupils' progress was generally satisfactory although in some lessons it was better. Where progress was good, pupils responded well to the opportunity to work in groups or pairs and to do 'hands-on' tasks rather than having to sit and listen to the teacher for long periods. They concentrated well on tasks and responded well to the demands placed upon them. In some mathematics lessons, not enough challenge was offered to more-able pupils.

The progress of pupils with special educational needs and/or disabilities is carefully tracked and is in line with that of other pupils. Pupils with special educational needs and/or disabilities are supported well in some lessons and in individual activities nearby. Pupils known to be eligible for free school meals and those from minority ethnic groups also achieve satisfactorily.

Children in the Early years Foundation Stage make good progress in all areas of learning, and particularly in communication, language and literacy and mathematics because of a strong emphasis on developing skills in these areas. This prepares them well for moving into the main school.

Pupils' reading skills have been a special area of focus and this has led to above average standards at the end of Year 2 and by the time pupils leave in recent years. More-able pupils in Years 2 and 6 read fluently and talk enthusiastically about what they enjoy reading and why. Lower attaining pupils in these years also show a sound grasp of the principles of reading and were able to show inspectors how they tackle unfamiliar words using 'blending' techniques.

### **Quality of teaching**

Parents and carers, and pupils themselves, are happy with the quality of teaching provided. During the inspection, a mix of good and satisfactory lessons was seen. Pupils' work and the tracking of their progress show that teaching is satisfactory overall. In the best lessons, teachers use what they know about pupils' prior attainment to plan well and make sure that tasks match pupils' needs. Topics, such as the solar system, used as a basis for working on distances and ratios, inspire both boys and girls and motivate them well. Teachers' subject knowledge is good and their explanations are clear.

In less successful lessons, pupils sometimes have to sit and listen for too long when they want to be setting about their own tasks. Work is not always well matched to pupils' needs so that some, particularly more able pupils in mathematics, are not sufficiently challenged. In these lessons, teachers' explanations are not clear enough to give pupils confidence about how to tackle their own tasks.

Teaching in the Reception year includes a good balance of teacher-led tasks and those chosen by the children themselves, the latter helping to develop confidence and independence.

Teachers mark pupils' work conscientiously but the quality of feedback they provide is variable. In some classes, teachers' comments show pupils clearly how well they are doing and how to improve but in others they are less clear. Homework is used well to promote learning. The new 'learning logs', which give pupils long-term projects to tackle at home, are proving very popular with pupils. Parents and carers also comment on how they inspire and motivate their children.

The curriculum promotes the teaching of literacy and numeracy across subjects, not just in English and mathematics. Pupils' spiritual, moral, social and cultural development is also promoted across curriculum subjects. In one lesson, pupils enjoyed an activity designed to develop their listening skills in readiness for a class debate. As they were given opportunity to reflect, their responses were particularly thoughtful and sensitive.

### **Behaviour and safety of pupils**

'My child is very happy at school and feels very valued as part of the school community.' This comment was typical of many which inspectors read on the parental questionnaires. Parents and carers, and pupils themselves, say that behaviour is good and that pupils are safe at this school. Inspection evidence supports this view. Pupils, as well as parents and carers, are confident that they are safe. They say that bullying is almost unknown and that if it did occur, it would be appropriately handled. Behaviour in lessons is good. Pupils listen well to adults and to each other, and they show respect for other people's opinions. Pupils respond well to opportunities to think and reflect.

The school's five 'golden rules' which underpin its behaviour policy are well understood. They feature prominently in the day-to-day life of the school. Routines and expectations are made clear from the outset: children in the Reception year are supported well as they are introduced to the school's high expectations and clear routines. Older pupils are proud to take on responsibilities for supporting younger

ones, for example at lunch and play times. Pupils say their views are listened to. Relationships are based on mutual respect.

Pupils like the school's house system and take part enthusiastically in house competitions, showing a positive attitude. The school provides good levels of support for pupils whose circumstances make them more vulnerable. Inspectors found telling evidence of ways in which such support has enabled these pupils to behave well and make progress in their learning so that their achievement is in line with that of other pupils.

## **Leadership and management**

The headteacher and other leaders have successfully tackled the areas for improvement raised at the last inspection. For example, as a result of staff training, there is now much more effective monitoring of the quality of teaching, pupils' progress is more closely tracked, and there have been improvements in the standard of pupils' reading. Systems are in place to raise attainment further, particularly in mathematics and writing, although leaders acknowledge that the impact of these has not yet been consistently felt across the school. The school's capacity to improve further is satisfactory.

The governing body is well informed and well organised. Its members are closely involved in the life of the school and are not afraid to offer challenge to the headteacher in order to shape the direction of the school and secure the best for pupils. The school provides a broad and balanced curriculum which meets the needs of all groups of pupils and enables them to make satisfactory progress. There is a wide range of extra-curricular activities, particularly in sport and music. Annual residential visits for older pupils, provides the opportunity for team and confidence-building activities in an adventurous environment. In recognition of the popularity of cookery, the school was recently invited to join the national 'Let's Get Cooking' network. A programme of visits and visitors bring learning to life for pupils. The curriculum promotes pupils' spiritual, moral and social development well. Visitors from various cultures and faiths help to promote pupils' cultural awareness but as yet, pupils do not have opportunities to interact at first hand with their counterparts from contrasting cultures either within the United Kingdom or abroad.

The school takes care to ensure that pupils have equal opportunities. No pupils, including those with special educational needs and/or disabilities, those from minority ethnic groups and those known to be eligible for free school meals are excluded from any activity. Leaders discharge their duties regarding the safety and safeguarding of children well. They keep this aspect under rigorous and regular review to ensure that all statutory requirements are met and that good practice prevails.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 January 2012

Dear Pupils

### **Inspection of Kingsthorpe Village Primary School, Northampton, NN2 6QL**

I would like to say a big 'thank you' to everyone for the welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. We took notice of your views as well as those of the adults, and this is what we found.

- Your school is satisfactory. You make progress which is in line with the progress of pupils in other schools in England, and by the end of Year 6, the standard of your work in English and mathematics is in line with the standard of work of pupils in most other schools.
- Your parents and carers are pleased with your school.
- Your teachers look after you very well and you feel safe in school.
- Your behaviour is good, and you are thoughtful and polite.
- Some lessons are better than others, which means that your progress is uneven. For most of you, it is better in reading than in writing or mathematics.
- You enjoy lots of out-of-school activities, particularly in music and sport.

We have asked your teachers to make sure that you make better progress in writing and mathematics, so that you achieve as well in these subjects as you do in reading. When they mark your work, we have asked them to give you a clearer idea of how you can improve it. We have also asked them to give you more opportunities to team up with children from places other than your own area. This might be by setting up links with children from other parts of the United Kingdom or abroad, or by receiving them as visitors, so that you can learn from each other about how different people live.

It was a great pleasure to visit your school. You can all help to make it even better by continuing to behave well and by always trying your hardest.

Yours sincerely

Richard Marsden  
Lead inspector

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