

# Kislingbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	121980
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	380374
<b>Inspection dates</b>	10–11 November 2011
<b>Reporting inspector</b>	Michael Bartleman

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Davies
<b>Headteacher</b>	Janet Northing
<b>Date of previous school inspection</b>	3 March 2009
<b>School address</b>	High Street Kislingbury Northampton NN7 4AQ
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 11 lessons, observing six teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. They analysed 61 questionnaires completed by parents and carers, as well as those completed by staff and pupils

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does provision in the Early Years Foundation Stage promote good learning and development?
- How well do the quality of teaching and the use of assessment information support and challenge all groups of pupils to make sustained progress?
- How effectively are all leaders, including the governing body, driving improvements in teaching and learning and pupils' outcomes?

## Information about the school

Kislingbury Primary School is a slightly smaller than average primary school. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is also below average. The school has had several significant changes in staffing recently.

The school has achieved the enhanced Healthy School award and the Values Education Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Kislingbury is a satisfactory school. The decisive headteacher has led a number of initiatives including adoption of 'values education' and 'building learning power'. These, combined with other management changes, have resulted in clear improvements in provision and emerging strengths in the school. Children get off to a secure start in the Reception class and make satisfactory progress. Some opportunities are missed to use assessment to secure an accurate picture of attainment on entry in order to plan appropriate next steps in children's learning. In Years 1 to 6, pupils' progress is satisfactory and the academic standards pupils reach by the end of Year 6 are broadly average. Attainment in English has not been as high as that in mathematics because of weaknesses in the past in the quality of pupils' writing. Provision for writing has recently been improved and this is beginning to help raise standards in English. However, there are insufficient opportunities in other subjects for pupils to practise and further develop their writing skills, especially writing at length, unaided. This means that progress in improving pupils' writing is not as fast as it could be. Overall, outcomes for all groups of pupils are satisfactory and this means Kislingbury prepares pupils satisfactorily for the next stages of their lives.

Pupils are well behaved, enjoy their education and have enthusiastic attitudes to their learning. Their attendance is now above average and improving, due to better, and now robust, procedures for following up attendance issues. Parents and carers feel that their children are safe in school. Systems to support pupils' pastoral care are effective. The school has reviewed its management structure so that there is additional support for the headteacher and increased opportunities for middle leaders to take responsibilities. This balance of strengths and developing areas in an improving school and an accurate self-evaluation indicate a satisfactory capacity for sustained improvement.

Good relationships abound in this friendly and welcoming school, and pupils notably cooperate well with each other. The school gains from effective partnerships and other links with service providers, which combined with the school's focus on values education, contributes strongly to the pupils' good spiritual, social, moral and cultural education. Pupils enjoy taking responsibilities in this vibrant school and have good involvement with the local community. Nearly all parents and carers share their children's appreciation of the school, one commenting typically that 'The school offers children a wonderful experience, instilling values that will take them through life'. The school environment plays a big part in creating the positive school ethos.

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Many examples of colourful and interesting work by pupils are displayed throughout the school.

The quality of teaching is satisfactory overall and there is some good teaching on which the school can build. In the better lessons, pupils of all abilities are challenged and learning proceeds at a quick pace; as a result, pupils make good progress. In satisfactory lessons, teachers do not consistently make clear their expectations, or model writing well. In these lessons, assessment information is not used successfully enough to plan work that encourages all pupils to aim higher; the pace of the lessons is slow because of the time taken by teachers to explain activities. Teachers routinely set literacy and numeracy targets but pupils are not always given sufficient guidance as to how these can be achieved. Consequently they are not clear about how to improve their work.

Leadership and management are satisfactory. The school development plan is based on a sound self-evaluation of the school's needs and performance and clearly identifies the appropriate priorities for improvement. The monitoring of teaching and learning by the headteacher has led to improved teaching. However, the new senior leaders are not yet sufficiently involved in monitoring lessons and the school's effectiveness. The governing body makes a satisfactory contribution to the development of the school. Their links with subject coordinators have improved and the monitoring cycle ensures that they have a secure understanding of the strengths and weaknesses in the school.

Up to 40% of the 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?**

- By July 2012, ensure that all teaching is good or better by:
  - using assessment information to plan appropriate and challenging tasks for all pupils and particularly for the more able
  - assessing children's skills in all areas when they begin in Reception so that planning for their next steps in learning is appropriately challenging
  - helping all pupils to know and understand their learning targets
  - ensuring that teaching consistently moves learning at a good pace
  - ensuring that marking pinpoints pupils' mistakes, guides them towards improvement and encourages them to take action to address their mistakes.
- Enable all members of the leadership team to use their skills to track, monitor and analyse pupils' progress and provision across the school.
- By July 2012 ensure that at least 80% pupils throughout the school are reaching age appropriate standards or better in writing by:

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- ensuring staff model writing well
- providing additional opportunities for pupils to write at length in other areas of the curriculum.

## Outcomes for individuals and groups of pupils

**3**

Pupils greatly enjoy school and are enthusiastic about all aspects of their learning. When children start school, their knowledge and skills are at the levels expected for their age in all areas of learning except for communication, literacy and language in which they are below. In Year 6 in 2011, attainment was at national levels representing good improvement from 2010, although fewer pupils gained the higher Level 5 in English and in mathematics than in schools nationally. In previous years, progress has varied across the school but it is now at least satisfactory, and this is reflected in the sound quality of work in pupils’ books and the large majority of lessons observed. In a typical Year 6 mathematics lesson, the pupils’ knowledge of angles and use of protractors was developed well as a result of the teacher’s questioning. The well-planned lesson proceeded at a rapid pace, challenged all pupils and ensured good development of independent skills. Pupils with special educational needs and/or disabilities make satisfactory progress due to a range of highly tailored and well-managed support programmes which are well delivered by teaching assistants.

School council members feel valued and listened to, and have an active role in developing playtime equipment. They take part in many fundraising events for a range of charities and causes and this helps them to develop empathy towards those whose situations may make life more difficult for them. During the inspection, Year 3 and 4 pupils were holding a cake sale to fund their initial visit to a partner school.

Pupils are curious about the world around them and enjoy new experiences which broaden their understanding, including visits to places of worship, theatres and a residential visit for Year 6 pupils. They say they feel safe and know to whom they should go if they are worried about anything. Pupils reflect on their feelings, have a developing understanding of other cultures and are gaining an appreciation of the wider world. They enjoy contributing to the school community and take their responsibilities seriously, for example as buddies and prefects. Pupils show clearly in lessons how much they appreciate the arts and music, and are mature in the way in which they relate to, and communicate with, other pupils and with adults, including visitors to the school.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
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**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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Taking into account:	3
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Although the quality of teaching and learning is satisfactory overall, an increasing proportion is good. Relationships between pupils and adults are good and teachers manage pupils effectively, ensuring that the great majority of them are motivated and engaged in their lessons. Resources are used well and teachers' subject knowledge is secure. Inspectors saw evidence for this in a science lesson in Year 4 and 5 when pupils were encouraged to investigate sound by exploring a wide range of equipment. Pupils cooperated successfully and responded well to the teacher's thoughtful and challenging questions. The use of assessment is satisfactory, but pupils do not have sufficient time to follow up teachers' marking and to improve their work, particularly in writing. Their knowledge and understanding of their learning targets are inconsistent across the school. Lesson planning is generally detailed but tasks are not always sufficiently well matched to the different abilities within each class, particularly for more-able pupils.

The curriculum is appropriately broad, and designed to be relevant and interesting to pupils. However, the school is at an early stage of developing its curriculum to include a thematic approach. The strong emphasis in the school's improvement planning on the development of writing skills is beginning to lead to more rapid progress, although there are still too few opportunities for pupils to write independently and at length in subjects across the curriculum. Lessons in personal, social and health education and the school's focus on 'values education' contribute well to pupils' understanding of issues of safety, healthy lifestyles and their spiritual development. The 'building learning power' process is beginning to give the pupils a better understanding of what they are learning and why. Visits, visitors and after-school activities enhance learning and promote pupils' personal development well.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The strong commitment to the care for pupils is effective in supporting good personal development. Safeguarding procedures are satisfactory. Pupils whose circumstances may make them vulnerable benefit from a sound range of support, including from external agencies, which enables them to fully engage in school and benefit from what it has to offer. This reflects the school's inclusive ethos. Good arrangements smooth pupils' transitions within the school and to secondary education, with previous Year 6 pupils coming back to school to support the present Year 6.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Morale is high because staff feel that their contributions are valued by the headteacher and senior leaders, who have embedded ambition and a drive for improvement. Senior staff are developing into a more rigorous management team which has enabled the headteacher to focus more effectively on the agreed priorities of the school and to ensure provision is more consistent. The monitoring of teaching and learning is increasingly effective but rests mainly on the shoulders of the headteacher. Challenging targets for pupils are realistic, and the school is reflective in its self-evaluation. The governing body, led by a thoughtful and knowledgeable chair, is becoming more proactive. Governors have made positive contributions in a number of ways but have missed opportunities to challenge the school more robustly to promote better pupil progress. With the support of the governing body, staff are rigorously vetted to make sure they are suitable to work with children. Links with the local authority, medical services and social services help to successfully promote the personal development and well-being of pupils.

The school adequately promotes equality for the different groups and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to achieve satisfactorily. The school has built a good range of partnerships, especially with the local high school, the Champion Partnership for schools, and a number of sporting and family support groups. These are beginning to impact on pupils' academic outcomes. There is good engagement with parents and carers, as shown by parent questionnaires. Community cohesion is promoted satisfactorily by the school. Links with the local community are strong; global and national links are at an early stage of development.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the school with skills and knowledge that are broadly typical for four-year-olds in all areas of learning, except communication, literacy and language in which they are below. Children make steady progress, with good gains in their social development and in their disposition and attitudes towards learning. However, initial assessments are not completed across all areas of learning. As a result, there is not a secure baseline in some areas to judge the children's progress. Staff have implemented a letters and sounds programme which has reduced the gap which exists between girls and boys in literacy by the end of the Reception Year. Children develop their knowledge of healthy lifestyles, curiosity, perseverance and vocabulary satisfactorily.

The Early Years Foundation Stage satisfactorily promotes children's learning and development. All areas of learning are catered for indoors and topic themes are used to make meaningful links between different areas of learning. These help to develop children's understanding. During the inspection, children were learning about 'Remembrance' which resulted in many creative opportunities linked to poppy designs. However, there are too few opportunities for children to initiate their own learning.

The Foundation Stage is satisfactorily led and managed and the adults work together well to plan units of work based on what children have achieved and their interests. Children have access to a safe and secure outdoor area which has been much improved since the previous inspection. This provides a satisfactory range of learning opportunities for children. Their welfare needs are routinely met and risk

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assessments are carried out thoroughly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A large majority of parents and carers are happy with the provision for their children. They speak highly of the teaching and curriculum that they say help their children do well at school. They feel their children are safe and prepared well for the future. Parents and carers say the school is well led, and that the headteacher makes an important contribution to the school’s effectiveness. Inspectors took account of these positive comments in their inspection findings.

A few parents felt that their own views were not listened to, and this was raised with the headteacher, who is happy to look at further extending the ways in which parents and carers can give their views and make suggestions to support school improvement.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kislingbury Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	74	15	25	1	2	0	0
The school keeps my child safe	50	82	10	16	1	2	0	0
The school informs me about my child’s progress	33	54	26	43	2	3	0	0
My child is making enough progress at this school	34	56	24	39	2	3	1	2
The teaching is good at this school	33	54	26	43	2	3	0	0
The school helps me to support my child’s learning	35	57	24	39	0	0	2	3
The school helps my child to have a healthy lifestyle	27	44	34	56	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	48	30	49	1	2	1	2
The school meets my child’s particular needs	29	48	28	46	2	3	1	2
The school deals effectively with unacceptable behaviour	28	46	29	48	2	3	2	3
The school takes account of my suggestions and concerns	32	52	24	39	4	7	1	2
The school is led and managed effectively	35	57	25	41	1	2	0	0
Overall, I am happy with my child’s experience at this school	44	72	14	23	2	3	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



14 November 2011

Dear Pupils

### **Inspection of Kislingbury Primary School, Northampton, NN7 4AQ**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a school that gives you a satisfactory education.

These are the main things that we found out about your school.

- Your school is welcoming and sets a positive climate for your learning.
- You enjoy school, and your behaviour in lessons and around the school is good.
- You have good relationships with the adults who take good care of you.
- You feel safe in school and have a good understanding of healthy lifestyles.
- You make good contributions to your school and community.
- Most of your parents and carers are pleased with your experience at school.
- Your attainment in English and mathematics by the end of Year 6 is broadly average, and your progress across the school is satisfactory.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- teachers always set work at the right level for you, make sure you work at a fast enough pace, tell you how you can improve your work and, in Reception, make sure they check exactly what children know and can do when they begin
- the leadership team is fully involved in monitoring and tracking your progress
- you reach higher standards in writing and have more opportunities to use your literacy skills in other areas of the curriculum.

You can help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Michael Bartleman  
Lead inspector

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