

Louth Kidgate Primary School

Inspection report

Unique reference number	120459
Local authority	Lincolnshire
Inspection number	380028
Inspection dates	21–22 June 2012
Lead inspector	Lois Furness

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Ian Watson
Headteacher	Tracey Roberts
Date of previous school inspection	5 November 2008
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Age group	4–11
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Introduction

Inspection team

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Additional Inspector

Sherry Gladwin

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This inspection was carried out with two days' notice. Thirty lessons were visited and 14 teachers observed teaching. These observations included short visits to a range of phonics (teaching of letters and sounds) sessions taught by teachers and trained assistants. Four lessons were joint observations with the headteacher and deputy headteacher. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and looked at a range of documents including the school improvement plan, information on pupils' progress, samples of pupils' work and safeguarding documentation. In addition, inspectors listened to pupils read and talked with them about their enjoyment of books. The responses to 114 questionnaires from parents and carers, 23 responses from staff and 100 pupil responses were examined and analysed.

Information about the school

Louth Kidgate Primary School is a much larger-than-average primary school. The large majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is low. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs supported by school action plus, or with a statement of special educational needs, is below average. Provision for children in the Early Years Foundation Stage is in two Reception classes. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

Following a period of uncertain leadership a new headteacher was appointed in September 2011, and two assistant headteachers in April 2012. A number of awards have been attained including Healthy Schools status, Activemark (Gold) and the Platinum Sing-up award. In September 2012, the school is to become an academy. The school runs its own breakfast club.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Louth Kidgate is a good primary school. It has improved well since the previous inspection and most pupils make good progress as a result of good teaching and pupils' positive attitudes to learning. The school is not outstanding yet because of inconsistencies in teaching. The interesting curriculum, although ensuring progression in skills, is less effective in ensuring depth of knowledge, especially in subjects such as history and geography.
- Pupils achieve well from starting points that are similar to those expected nationally. By the end of Year 6, pupils' attainment in reading, writing and mathematics is above average. More-able pupils are challenged well and an above average proportion of them attain the higher level in English and mathematics.
- Teaching is good. Teachers provide pupils with a range of interesting and engaging experiences. They have high expectations of pupils' behaviour and of their contribution in lessons, but pupils' written work, especially in topic work, does not always reflect these expectations. During independent work the pace of learning sometimes dips, and marking does not consistently improve learning.
- Pupils' behaviour is typically good. Pupils are polite and friendly, welcoming visitors into their school. They feel safe and treat each other with respect. Good attention to safety means pupils have a good understanding of how to keep themselves safe, both in and out of school.
- Leadership and management are good. The management of teaching performance is rigorous and actions to tackle weaknesses are resulting in good and improving progress in all year groups. Accurate self-evaluation ensures a good understanding of strengths and weaknesses. Middle leaders are becoming accountable for the quality of work in their areas of responsibility. However, as yet they do not rigorously use all information available to evaluate the impact of their work on pupils' achievement. The learning environment for Early Years Foundation Stage children is under-developed both inside and outside.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - raising teachers' expectations of the quality and quantity of pupils' work
 - increasing the pace of learning during independent activities
 - ensuring that marking gives pupils clear guidance about the strengths of their work, how to improve, and that pupils are given time to respond to marking comments
 - ensuring middle leaders use assessment information, lesson observations and work scrutinies to evaluate the impact of their work on pupil outcomes.

- Enhance curriculum opportunities by:
 - developing the indoor and outdoor learning environments for children in the Early Years Foundation Stage
 - ensuring there is an appropriate balance between pupils acquiring basic skills and having a depth of knowledge in different subjects, while teaching a curriculum that meets the needs and interests of all the pupils in the school.

Main report

Achievement of pupils

Since the last inspection, pupils' attainment throughout the school has risen. It is now above average in English and mathematics by the end of Year 6 with an increasing proportion of pupils attaining the higher levels. Pupils achieve well and make good progress in most classes. The pace of learning, however, is slower in subjects other than English, mathematics and science, especially when pupils are working independently. Even so, in all classes, pupils' attitudes are positive and they enjoy learning. Children join the school in the Early Years Foundation Stage with skills and knowledge that are similar to those expected for their age. They make good progress and by the time they enter Year 1 attainment is above average.

Staff give a high priority to the teaching of phonics and by the end of Year 2, pupils' attainment in reading is above average. Pupils are good at sounding out unknown words. They are able to explain what has happened in a story and predict what may happen next. By the end of Year 6, attainment in reading is above average. Pupils talk confidently about the books they prefer and the authors they find engaging. Many say they regularly visit the local library, an indication that the school is successfully developing pupils' love of reading.

A very large majority of parents and carers who responded to the questionnaire agree their children make good progress. Also, most pupils say they learn a lot in lessons. Evidence from lesson observations and pupils' work confirm most pupils make better than expected progress from their starting points. In a Year 3 lesson, pupils made good progress in deciding which words would be more effective to use in a piece of description. They thoughtfully considered that words such as 'big' and

'loud' were less powerful than 'enormous' and 'crashing', when describing the waves pounding against the rocks. Pupils known to be eligible for free school meals make similar progress to their peers so they attain better than these pupils nationally. Effective support is provided for disabled pupils and those with special educational needs which enable them to make good progress towards their targets.

Quality of teaching

Teachers and support staff have good relationships with pupils. This secures pupils' positive attitudes towards their learning. Effective teaching enables pupils to make consistently good progress in developing reading skills. Teachers use questions well, as was seen in an outstanding Year 4 lesson as the pupils planned a piece of writing. The teacher ensured pupils understood terminology such as 'verb', 'adverb' and 'preposition', which they then used correctly in their own work. In a good mathematics lesson, Year 5 pupils were well supported in identifying the most efficient strategy to use when solving number problems.

Staff have high expectations of pupils' independence. Consequently, most are able to work without adult intervention. This was seen as Year 3 pupils researched the Olympic Games, and Year 6 pupils discussed issues around their transition to high school. However, during these independent sessions teachers do not consistently check the amount of work covered and time targets are not given to ensure work is completed. A lack of checking of pupils' progress results in mistakes and misunderstandings going uncorrected. Scrutiny of work shows that although there is a good range of work to develop pupils' basic skills in English, mathematics and science, there is less evidence of pupils acquiring depth of knowledge in subjects such as history and geography. The effective use of teaching assistants is consistent throughout the school and contributes well to the good teaching of disabled pupils and those with special educational needs.

Most parents and carers and almost all pupils think teaching is good. There are examples of good practice in the use of assessment. Learning objectives are shared and 'learning boards' provide pupils with good advice about how to achieve success in their work. There are good opportunities for pupils to evaluate their own and each others' work. However, marking of pupils work across classes is variable. There are some good examples that give pupils information on the next steps to take to improve their work. In contrast, the less effective marking is generally an acknowledgement of work seen with little comment on how to improve. There are not always enough opportunities for pupils to respond to comments in the marking.

Behaviour and safety of pupils

Behaviour is typically good, which makes a strong contribution to learning and the harmonious and safe atmosphere within school. There have been no exclusions over the last three years and disruption to learning is rare. Most pupils and the majority of parents and carers report that behaviour and safety are good. Parents and carers appreciate the care and safety provided by the thriving school's breakfast club, where pupils are encouraged to eat healthily and there is effective support for pupils' social development. Pupils' enjoyment of school is confirmed by above average

attendance and good punctuality.

Children's good personal development starts in the Early Years Foundation Stage where they learn right from wrong and the importance of listening to each other and sharing resources. Pupils show good attitudes to learning and are eager to answer questions. They respond well to teachers' instructions and want to do their best. Pupils are keen to help others through the work of the school council for example. 'Lunch-time wizards' do a good job of taking responsibility for the care, safety and well-being of younger children in school. Pupils have a good understanding of how to keep themselves safe, whether that is in school, by walking sensibly along corridors, or at other times, such as being aware of the possible danger posed by strangers. Pupils have a good understanding of most different types of bullying, including name calling, physical and cyber-bullying. They say there is very little bullying in school and that adults deal with it effectively if any should occur. Records show that the incidences of bullying, racism and inappropriate behaviour are very rare. Almost all of the parents and carers who returned the Ofsted questionnaire believe their children are kept safe and are well looked after.

Leadership and management

The headteacher provides strong leadership with the support of a well-informed governing body and an able senior leadership team. Senior leaders have an accurate understanding of strengths and priorities for development. There has been good improvement since the previous inspection as a result of well-targeted professional development and robust performance management. For example, the use of information and communication technology has improved and pupils are aware of their targets. Teamwork is strong. Senior leaders have the full support of staff (as shown by their responses to the Ofsted questionnaire) and morale is high. The school is well placed to sustain improvement. Safeguarding measures fully meet requirements. Leaders at all levels, including the governing body, are committed to resisting discrimination and to equal opportunities, as shown by the good progress of all groups, including disabled pupils and those with special educational needs and those known to be eligible for free school meals.

A new system for tracking pupils' progress now gives all leaders access to this information so that they are better informed about performance. The roles of middle leaders are developing well but they do not always use the full range of information available to them, including assessment, lesson observation and scrutiny of pupils' work, rigorously enough to ensure more teaching is outstanding. Also, when new initiatives are introduced, leaders do not consistently measure how these have influenced pupils' achievement. The large majority of parents and carers are happy with the school's work but a very small minority would not recommend this school to others. From the comments made, it seems there are concerns about the consultation processes connected to the school's conversion to an academy. Inspectors followed this up with the headteacher, the governing body and the local authority and came to the conclusion that government guidelines had been followed explicitly.

A broad and interesting curriculum is taught that focuses on developing pupils' basic

skills. Music is a notable strength. There are good links between subjects which add meaning and relevance to pupils' learning. Information and communication technology is used effectively to research information. Although pupils acquire a good range of skills, the extent to which they gain knowledge of topics is not always as clear. A good personal, social and emotional curriculum begins in the Early Years Foundation Stage. However, the indoor and outdoor areas for these children lack imagination and do not provide exciting learning environments. An interesting range of clubs, visits and visitors enhance the curriculum. Spiritual, moral, social and cultural development is promoted well. Pupils have a good understanding of right and wrong and have the social skills necessary to work together cooperatively. Provision is effective in promoting a tolerant and harmonious school community.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



25 June 2012

Dear Pupils

Inspection of Louth Kidgate Primary School, Louth LN11 9BX

Thank you for the warm welcome you gave us when we inspected your school. We enjoyed talking to you and visiting your lessons. Thank you to those of you who told us about the things you do and those of you who completed our questionnaire. This gave us a lot of useful information. You said your school is good and we agree. You told us that you are happy at school, you feel safe, bullying is very rare and that adults in the school sort out any problems really quickly. We could see you all get on really well together, your behaviour is good and you look after each other. You attain standards in English and mathematics that are higher than those found in most schools. Well done! We need to give a special mention to the choir which sang so beautifully in assembly. Thank you, it was a pleasure to hear you sing.

We have asked your headteacher, staff and governors to do a number of things to improve your school. In order for more of your teaching to be outstanding, we have asked your teachers always to have high expectations of the quality of your work and of the amount of work you do, especially when working independently. While we saw some useful marking we found you are not always given enough advice about how to make your work better. The curriculum is interesting but work in books shows that in some subjects, especially history and geography, you are not gaining enough knowledge. Finally, we found that those of you in the Early Years Foundation Stage should have a more exciting indoor and outdoor learning environment. We have asked school leaders to regularly check that all these things are happening.

You can all help to improve your school by keeping continuing to work hard and asking your teachers to give you time to respond to their useful marking comments so you can improve your work.

Thank you again for being so kind and courteous during our visit. We wish you every success in the future.

Yours sincerely

Lois Furness
Lead Inspector

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