

Kneesall CofE Primary School

School Lane, Kneesall, Newark, NG22 0AB

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school. They achieve well and test results at the end of Year 6 are above average because teaching is good and occasionally outstanding.
- Disabled pupils and those who have special educational needs do well because their needs are understood and they get the right support to help them succeed.
- Pupils enjoy coming to school and are keen to learn. They say they feel very safe and are cared for very well. Behaviour is outstanding and pupils are very respectful of each other and adults.
- The imaginative way in which subjects are taught gives pupils a wide range of opportunities to develop their knowledge, understanding and skills. It also promotes their spiritual, moral, social and cultural development very well.
- The headteacher, school leaders and governors have a clear and accurate understanding of the strengths of the school and how it can be further improved. All staff are committed to making the school better still.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Teachers have not yet had the opportunity to share the best skills with each other, to make teaching even better across the school.
- Occasionally the pace of learning slows because teachers spend too long, at the start of lessons, going over work already learned or explaining the tasks to come.
- Activities in lessons are not always planned precisely enough to make pupils think hard. This sometimes results in work that is not demanding enough for some pupils.
- Pupils do not have enough opportunities to take the lead in their own learning by checking their own progress and marking their own and other pupils' work.

Information about this inspection

- The inspector observed eight lessons, of which two were joint observations with the headteacher. In addition the inspector listened to pupils read.
- Meetings were held with a group of pupils, a representative of the local authority, governors, and senior and middle leaders.
- The inspector took account of the 42 responses to the online (Parent View) questionnaire.
- The inspector looked at many documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; evidence of leaders' checking on teaching and learning quality; and records relating to behaviour, attendance and safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The very large majority of pupils are White British.
- The proportions of disabled pupils and those with special educational needs, including pupils who are supported at school action, school action plus and with a statement of special educational needs, are below average.
- The proportion of pupils who are supported by the pupil premium (additional funding available to the school to assist particular pupils, including those known to be eligible for free school meals) is well below average.
- Some classes are taught in mixed-age groups.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding, and accelerate pupils' progress by:
 - sharing more widely the skills, expertise and best practice found within the school
 - increasing the pace in lessons so that pupils spend the majority of the time on activities
 - always setting work at the right level of difficulty for all ability groups, particularly to challenge the more-able pupils
 - providing pupils with more opportunities to take responsibility for their own learning by checking their own progress and making their own and other pupils' work.

Inspection judgements

The achievement of pupils is good

- Children's enjoyment of learning begins in the Reception class, where they are well nurtured and cared for in a safe environment. They enter with skills and knowledge that are generally at the levels expected for their age. Children are encouraged to make their own choices and become independent learners, and they make good progress. Their good reading, writing and numeracy skills prepare them well for Year 1.
- Pupils' good achievement continues through Key Stages 1 and 2, so that by the end of Year 6 standards are above average in English and mathematics. Most pupils make at least the progress they should make across Key Stage 2 and the numbers of pupils who make more than the progress they should make is high compared with the national figures.
- Pupils' good achievement is a result of effective teaching that motivates pupils by linking activities to real-life situations. For example, in a mathematics lesson pupils were enthusiastically finding out travel costs for train, hotel and theatre tickets for a trip to London independently.
- The results of the most recent national test of Year 1 pupils' knowledge of letters and sounds (phonics) were above average. Pupils enjoy reading at school and at home. The older pupils are enthusiastic readers, have favourite authors and recognise the features of a good story.
- The very few pupils who are eligible for extra funding (pupil premium) achieve well because the school uses the funding effectively. For example, the money is used to provide extra literacy and numeracy support that is effective in speeding up pupils' progress. The school's assessment data show that pupils who are known to be eligible for free school meals do as well as other groups.
- Disabled pupils and those who have special educational needs make good progress. This is because of well-focused support and effective teaching by teachers and other adults, who make sure that pupils' work is set at the right level.
- Parents are pleased are the progress their children are making. One said that 'children learn a lot at the school because the teachers are great, and the school is a supportive and caring environment.'

The quality of teaching is good

- Teaching is consistently good throughout the school and sometimes outstanding. For example, in a mixed Year 1/Year 2 lesson, pupils showed great interest and enthusiasm in recreating the story of Joseph's coat of many colours using words, pictures and puppets. As a result they made outstanding progress.
- Teachers have high expectations for pupils' work and behaviour. They use a variety of creative ways to engage, motivate and interest pupils and ensure they develop a range of skills. This was evident in a lesson where pupils developed very good team and leadership skills in small groups, making and playing football out of everyday materials. As a result they were able to reflect deeply on the lives of some African children and compare them to their own.
- Carefully directed and tailored support is provided for disabled pupils and those who have special educational needs, and pupils who receive additional funding. Skilled adults have high

expectations and set work suitable for their needs so that they make good progress.

- Teachers monitor pupils' progress carefully. They ask pupils searching question to keep a close check on their understanding in lessons. For example, in a Reception lesson the teacher used effective questioning to check and, where necessary, skilfully correct the children's spelling and sounding out of words such as hat, belt and phone.
- Teachers usually set work that helps all pupils to make good progress. However, the more-able pupils are not always pushed to do their best. In a few lessons the pace is too slow and teachers spend too long going over work already learned, or explaining the task ahead.
- Marking is consistently good and tells pupils how well they have done and what they need to do to improve further. Teachers give pupils clear feedback about how well they are doing in lessons. However, pupils are not involved enough in checking their own progress or in marking the work they produce.
- Teachers give pupils good opportunities to work individually and in groups on a variety of tasks and activities. Working with partners helps pupils to challenge one another and share their ideas, such as how to use language effectively or which calculation method would be the best to use in a mathematical task.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding both in classrooms and around the school. Pupils have an excellent understanding of what is right and wrong and what is expected of them. In lessons they settle quickly to work and frequently show exemplary attitudes to learning.
- Relationships between pupils are very positive throughout the school. Pupils get on very well with each other and are extremely polite and friendly to staff and visitors.
- Pupils have a very good knowledge of how to keep themselves safe in a variety of situations, including when using the internet. They have written the school's Code of Conduct and understand its place in keeping them safe. Pupils told the inspector that they feel very safe and well cared for in school, and know who to turn to if they have any concerns. They say that bullying is rare, and are very aware of the different forms that bullying can take such as verbal and cyber-bullying.
- Older pupils care about the younger pupils and look after them at break times. They enjoy their role as play leaders and their effectiveness is seen in the way all pupils really enjoy play times. Lunchtimes are pleasant occasions where pupils play well together or sit and talk sensibly with their friends.
- All the parents who responded to the online questionnaire agreed, or strongly agreed, that the school makes sure the pupils are well behaved, and that their child feels safe at school. Attendance is high and pupils are punctual.

The leadership and management are good

- The headteacher consistently communicates high expectations and ambition. All staff share her commitment to make teaching outstanding for the pupils.

- The school has an accurate understanding of how well it is doing and where further improvements are needed. There are good procedures for checking the progress and attainment of all individuals and groups of pupils to make sure they all perform equally well. However, opportunities are not always taken to share the best teaching practice found in the school.
- The headteacher makes good use of information from checks on teaching and learning to develop teachers' skills and improve teaching. Targets set for teachers are closely linked to pupils' achievement and shows their skills have improved. Teachers' pay levels are determined by how successful they are in helping pupils to achieve well.
- The content of subjects studied is a strength of the school. It provides an excellent range of opportunities to promote learning in a variety of ways that involve and enthuse pupils. The very good range of enrichment activities includes sports, ballet, music, trips and visits such as to the Victorian museum.
- The values embedded in the way subjects are taught strongly promote pupils' spiritual, moral, social and cultural development, and help to make sure they are very well prepared for the next stage in their education. Pupils regularly participate in fundraising activities and recently collected £1,750 for a children's charity.
- Very good links with two other schools, collectively known as '3KANDO', improve the work of the school. They share expertise, compare standards of work, observe lessons in each of the schools and run combined sports teams. This joint working and sharing of resources reduces costs for the schools.
- The local authority provides appropriately measured support for this good school. It will continue to monitor its performance from a distance.
- **The governance of the school:**
 - The governing body is effective because governors are well trained and have good grasp of the strengths and weaknesses of the school, including comparisons with other schools, and how well different groups of pupils achieve. Governors find out about the school through visits to classes, talking to pupils and looking at their books. Governors are supportive while ensuring the school does all it can to improve pupils' achievement further. They make sure that national safeguarding requirements are met. Governors make sure the pupil premium is spent well on extra support so that eligible pupils achieve as well as other pupils in the school. They manage the school finances appropriately, ensure that leaders take action in the event that any teaching is weak, and make sure that any pay increases are linked directly to pupils' performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122762
Local authority	Nottinghamshire
Inspection number	403497

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Mark Roper
Headteacher	Susan Ilett-Coupe
Date of previous school inspection	7 April 2008
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