

Kirton Lindsey Primary School

Cornwall Street, Kirton Lindsey, Gainsborough, Lincolnshire, DN21 4EH

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils make the progress expected of them but not enough pupils exceed this and make good progress.
- Standards are not rising quickly enough.
- Teaching is not consistently good.
- Work is not always planned carefully to ensure that it is at the right level for pupils of all abilities to help them to learn as well as they can.
- Marking does not regularly tell pupils what they have done well, what to do next, and they are not always expected to respond to the advice given.
- Pupils do not have regular chances to practise their mathematical skills in other subjects.
- Expectations of pupils' behaviour and attitudes to learning are not always high enough. When pupils are not interested or involved in their learning, they lose concentration and do not learn well.
- Leaders at all levels have varying responsibilities and few have full accountability for checking teaching and achievement in their areas.
- Not all leaders have all the skills and have had the necessary training to carry out leadership roles as effectively as possible in order to help the school improve and to keep it improving.

The school has the following strengths

- Children in the Reception class make good progress.
- Progress is accelerating in Key Stage 1.
- Pupils say the school is safe and that staff keep them safe. Parents agree.
- The governing body checks the school's work comprehensively and knows how it needs to improve.

Information about this inspection

- The inspectors observed 14 lessons of which four were observed jointly with the headteacher.
- The inspectors spoke to many pupils during lessons and break times, watched an assembly, and listened to younger pupils reading.
- One inspector met formally with a group of pupils to find out what they think about their school. She also spoke with several parents at the start of the school day to hear their views about the school.
- The inspectors held meetings with the headteacher and senior and subject leaders, members of the governing body and a senior representative of the local authority.
- The inspectors looked at a wide range of documents, including information about the achievement of pupils, the school's improvement planning, examples of pupils' work, and policies to safeguard pupils.
- In carrying out the inspection, the inspectors took into account the 26 responses to the on-line questionnaire (Parent View) and the 21 responses made by staff to the questionnaire.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- The school is smaller in size than the average primary school.
- The proportion of pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Most pupils are of White British heritage and almost all speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is also below average.
- A greater proportion of pupils than nationally join or leave the school at other than the expected times.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school works in partnership with Messingham Primary School to strengthen the quality of teaching and leadership.
- A deputy headteacher has been appointed to support the senior leadership of the school. She will take up her post in the summer term.

What does the school need to do to improve further?

- Raise standards and quicken pupils' progress in reading, writing and mathematics, through teaching that is always at least good or better, by making sure that:
 - work is planned carefully so that it is at just the right level to enable pupils of all abilities to achieve as well as they can
 - marking always tells pupils what they have learnt well, what to do next and that pupils always respond to the advice given
 - pupils have very regular opportunities to practise their mathematical skills in other subjects so that they develop their skills quickly and securely in real life situations.
- Ensure that pupils always behave well in lessons and always try their very best to learn well, by ensuring that:
 - all staff have very high expectations of pupils' behaviour and attitudes to learning
 - pupils' interests are sustained and activities involve them more so that they really want to learn.
- Improve the effectiveness of leaders in driving and sustaining improvements in the quality of teaching and pupils' progress by making sure that:
 - senior and subject leaders have responsibility and full accountability for checking teaching and pupils' learning in their areas as directed by the headteacher and making the changes needed to accelerate pupils' progress
 - all leaders have the training and skills to carry out their roles effectively and senior leaders check regularly the impact they are making in driving improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils make expected, rather than good progress over time, in reading, writing and mathematics. While some teaching is good, not enough is consistently good to raise standards and to quicken progress. Some pupils lose interest in learning when teaching does not interest them, which also slows their progress.
- Not enough pupils capable of reaching higher levels do so. Activities in some lessons do not make them think really hard or encourage them to explore, and to consider the different ways to solve problems and to strengthen and extend their writing skills.
- Standards by the end of Year 6 are on track to be average, improving from 2013 in reading, writing and mathematics, when pupils did not make the progress expected of them from their individual starting points. Results were affected by the late arrival into the school of a sizeable proportion of the year group.
- Pupils' progress is accelerating in Key Stage 1, and especially in Year 1. This is because activities are very carefully chosen to match pupils' needs, including allowing pupils to continue to learn through play if they are not ready for Key Stage 1 activities. Writing standards in particular have improved because pupils have lots of interesting opportunities for writing.
- Although last year a below average proportion of pupils reached the required standards in phonics (the sounds that letters make) in the national Year 1 check, the results showed a significant improvement from 2012. The most able pupils blend letters together very confidently but the less able pupils struggle to identify and pronounce sounds accurately.
- Children join the Reception class with skills below those typically expected for their age, particularly in expressive arts, reading, writing and number. All groups of children achieve well because activities are very often exciting and make them curious to know more. The children make equally good progress in reading and writing, because they speak, read and write as part of all activities. They practise their number skills regularly but not to the same extent as literacy skills.
- Most groups make similar progress, including boys and girls, and disabled pupils and those with special educational needs. In Key Stage 1, however, school action pupils make slower progress than other groups of pupils because their learning is less carefully planned and delivered.
- Such small numbers are supported by pupil premium funding that it is not possible to make comparisons every year between the progress of those eligible for the funding and those not. However, in Year 6, there are more sizeable proportions of pupils known to be eligible for free school meals and, therefore, supported through the pupil premium funding. The funding is used, for example, to pay for one-to-one and small group support work in reading, writing and number. The standards at which these pupils in Year 6 are currently working are a term behind pupils not supported by the funding in reading and writing. There is no gap in their attainment in mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not consistently ensure pupils make the progress of which they are capable. There is too much variability between classes and in expectations of what pupils can do between and within year groups and subjects.
- The tasks pupils are given are sometimes too easy or too hard so that pupils' rate of progress slows and some pupils lose interest.
- Marking is too variable to support pupils' good progress over time. Sometimes it is excellent, but too often, it is just encouraging words, rather than telling pupils what they have done well and how to do even better. In a few books, there are quite long gaps between marking. Although in some classes, pupils are given extremely helpful advice, it is irregular and pupils do not regularly respond to any advice given in marking.

- Presentation of pupils' work, including the neatness of their handwriting, differs from class to class. The school recognises this and has started taking action to address it.
- The teaching and support provided by some teaching assistants is very helpful in quickening pupils' progress and in building-up their confidence, but sometimes it is not specific enough or prompt enough to move learning on.
- Pupils have many chances to practise their reading and writing, not just in English lessons but in other subjects. Although pupils get chances to use their mathematical skills in some other lessons, they are far less regular than for English.
- Displays of work in some classrooms show a range of pupils' work and help to create a bright environment for learning. There are fewer displays of pupils' writing than of their creative learning and so writing is not given the same high profile as some subjects.
- Teaching is good in the Reception class because activities match the children's experiences and their interests. Their visit to a farm provided exciting opportunities to practise writing sentences and questions, including with mud, as part of the farmyard environment. All children love the school chickens, which provide lots of opportunities for learning throughout the school, such as measuring up to make a home for them, with all of the skills that this promotes.
- There is some good learning in other year groups. For example, pupils of all abilities achieved well in Year 1 when they had to find out if a statement was true by collecting information about it. All the pupils were involved and at times enthralled in solving a problem, with which they could identify.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Although many pupils behave sensibly in lessons and try hard to learn as well as they can, others become inattentive and chatter when learning is not interesting, or if their work is too easy or too hard for them.
- Several staff say that behaviour in lessons is variable. This is because teachers' expectations of pupils' behaviour are also variable. Pupils agree that behaviour is not always good and some say that the school needs to have tougher sanctions to make sure every pupil always behaves well.
- The number of exclusions is above average but falling, because the school manages challenging behaviour effectively.
- Pupils behave well in the playground and around the school, including in the dining hall and during assemblies. They like school, enjoy playtimes and play cooperatively and supportively. They look smart in their uniforms and help to keep the school smart by ensuring their classrooms are tidy.
- Pupils enjoy the chances they have to develop a range of personal skills, such as representing the other pupils in the Kirton Parliament and helping out throughout the school day. Pupils are proud to man the office at lunch time and to help set-up assemblies.
- The school's work to keep pupils safe and secure is good. Teaching ensures that pupils know how to be safe and to stay safe in a range of situations, including when using the internet. They know the importance of road safety and what to do if there is a fire.
- Pupils say that there is no bullying. They know that it is wrong and express confidence that the staff will help them with any worries they may have. Most parents who responded to the questionnaire feel that the school deals effectively with bullying, although with some inconsistency on occasions between staff.
- Pupils' attendance is consistently above average. The school has good systems to check attendance and parents understand the school's high expectations regarding their children's attendance.

The leadership and management requires improvement

- Leadership needs to improve because teaching is not consistently good enough to quicken pupils' progress over time. Leaders do not have full responsibility and accountability for checking achievement and teaching in their areas and so too much falls on to the headteacher. The checks that have been carried out by leaders on teaching are sometimes too generous and have not revealed the inconsistencies that are apparent in inspection evidence. This is because the school's observations of teaching do not always concentrate enough on how well all pupils have learned in the lesson.
- The headteacher knows exactly what the school needs to do to improve. Grouping pupils by ability has been introduced in mathematics and has contributed to a better rate of progress, along with more opportunities for pupils to use their skills through solving problems. Tracking of pupils' progress is very regular and the findings acted on promptly. Progress in Key Stage 1 is quickening.
- The school's major priority is rightly to improve the quality of teaching. Teachers' performance targets are measurable and challenging and match the areas identified by the headteacher in the improvement plan. Most staff find the training provided by the school and the partnership school helps them to improve their teaching practice.
- Since the last inspection, all staff have been given greater responsibility for collecting data about the progress that pupils make and the headteacher and members of the senior team meet with them to discuss the rate of pupils' progress. Leaders are checking their areas of responsibility to a varying degree but not all of them have the training or skills to carry out these roles effectively.
- From the Reception class through to Year 6 the school concentrates on developing pupils' literacy and numeracy skills. Learning is broad and includes opportunities for pupils to develop their creative, scientific and linguistic understanding. Pupils' spiritual, moral, social and cultural understanding is promoted regularly. However, not all pupils have an equal opportunity to achieve as well as they can because they are not consistently given work that is at just the right level to enable them to make good progress. Leaders are beginning to check whether the curriculum meets the needs of the pupils as well as it should.
- The school is planning how to best use the primary school sports funding allocated to it. Money has been set aside to provide equipment for gymnastics and to train staff. There are school teams for cross country and football. More pupils are taking part in after-school clubs because of the greater range of activities.
- Parents support all aspects of the school's work. They value the approachability of the staff and the fact that they are welcomed into the school. The Parent Council has led to parents' involvement in making decisions about the school. They work with class teachers, for example, to help provide any necessary resources for learning.
- The school was judged by the local authority in July 2013 to be causing concern, following a dip in standards and the departure of a member of the senior leadership team. It has provided specific, helpful support since then, including checking how well the school knows itself and in providing support for mathematics teaching and funding for partnership work with a local school.
- **The governance of the school:**
 - The governing body has a good understanding of the school's performance. Although the headteacher provides plenty of information to the governors, they find out a lot through their own involvement in the school. They write reports about their visits, whether they focus on learning walks around the school or meetings with leaders. Such reports show close analysis of what governors see and find out, leading to recommendations for improvement. The governors understand what national data says about the school's performance and ask questions about the progress of different groups of pupils. They know how pupils eligible for pupil premium funding are supported and that the gap in their attainment and that of other pupils in the school is narrowing. The governors understand how teachers' performance targets are decided, how their progress towards them is checked and what happens if targets are met or not met.

- Safeguarding procedures meet the statutory requirements.

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	117739
Local authority	North Lincolnshire
Inspection number	431645

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	185
Appropriate authority	The governing body
Chair	Barbara Spencer
Headteacher	Collette Randall
Date of previous school inspection	18 September 2012
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