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23 May 2014

Mrs Collette Randall  
Headteacher  
Kirton Lindsey Primary School  
Cornwall Street  
Kirton Lindsey  
Gainsborough  
Lincolnshire  
DN21 4EH

Dear Mrs Randall

### **Requires improvement: monitoring inspection visit to Kirton Lindsey Primary School, North Lincolnshire**

Following my visit to your school on 22 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- apply performance management processes rigorously to ensure all teaching is at least good
- produce a detailed monitoring calendar to coordinate the checks senior leaders make on the quality of teaching and the additional support provided for pupils making slower progress
- ensure teachers have sufficient time before the end of the summer term to plan opportunities for pupils to use and apply mathematics across the wider curriculum.

### **Evidence**

During the visit, meetings were held with you and other senior leaders, a representative of the local authority, two teachers, and the Chair and another member of the governing body.

You accompanied me on a tour of the school in which we observed the pupils' behaviour and attitudes to learning. I evaluated the school's plans for improvement and scrutinised a range of documents, including records of checks on teaching and pupil progress data.

## **Context**

Since the last inspection, a new deputy headteacher has taken up post. One member of staff is on maternity leave and a long-term supply teacher continues to teach in Year 5.

## **Main findings**

Between September 2012 and March 2014 the school did not improve sufficiently to become a good school. This was because weaknesses in the quality of teaching were not tackled decisively. Consequently not enough pupils make good progress. The senior leaders and governors now recognise inconsistencies in the quality of teaching must be addressed urgently so that all pupils receive good teaching and rates of progress increase. The plans for improvement you have produced since the last inspection reflect this urgent priority. In addition, the targets you have set for pupils' achievement show you are raising everyone's expectations.

The arrival of the new deputy headteacher has added additional strength to the leadership of the school. Senior leaders have reviewed and re-aligned their areas of responsibility and there is now greater momentum to address the areas for improvement identified in the last inspection. Checks on the quality of teaching have increased significantly and teachers are aware of what needs to be done. Teachers are applying the new marking policy and have begun to identify ways in which pupils' mathematics skills can be used and applied more widely across the curriculum. However, teachers need more time to embed these opportunities into their planning. Most teachers are responding positively to training and support, but the necessary improvements in pupil progress are not yet being seen consistently. Leaders do however, have a good understanding of the strengths and weaknesses of the school and there is a stronger commitment to deal with underperformance.

You have reviewed the behaviour policy and you are checking carefully that all members of staff are applying the policy consistently. On our tour of the school we observed positive attitudes and good behaviour in all classrooms. Pupils were engaged, and, in some classrooms, showed a genuine thirst for knowledge. The setting arrangements for the teaching of mathematics were providing good opportunities for pupils to work at the appropriate level, and this meant their level of interest was sustained.

Members of the governing body have a thorough understanding of the strengths and weaknesses of the school. This is because they receive good quality reports from the headteacher and because they make frequent visits to check on the impact of the school's work. However, they recognise they have been slow to address weaknesses in the quality of teaching, and that this is now an urgent priority. Consequently, they are now using teachers' performance management processes robustly to hold teachers accountable for the progress of their pupils.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

In the past the local authority has provided little support to the school. More recently, the local authority has had greater concerns for standards in the school, and has increased its offer of support. Some recent support from local authority consultants is helping to develop the role of subject leaders. The school continues to have a fruitful partnership with Messingham Primary School. This support has been influential in improving standards at Key Stage 1 and developing the school's strategy for teaching mathematics. The local authority is also checking the school's progress through a Standards Board

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for North Lincolnshire.

Yours sincerely

Chris Smith

**Her Majesty's Inspector**