

# Kirton Lindsey Primary School

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

<b>Inspection dates</b>	4–5 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and senior leaders have tackled the areas previously requiring improvement with courage and resolve.
- Governors, the headteacher and senior leaders have an in-depth knowledge of the school's strengths and the areas needing further work. Collectively, they have placed the school in a strong position to move further forward.
- As a result of effective teaching, pupils are growing in confidence, learning well and making good progress in English, mathematics and a wide range of other subjects.
- Children in the early years make good progress as a result of effective teaching and the rich and stimulating learning environment.
- The teaching of phonics (letters and the sounds they represent) is a strength. A high proportion of Year 1 pupils achieved the expected standard in phonics in 2015.
- Key stage 1 pupils make consistently strong progress and achieve high standards in reading, writing and mathematics.
- Pupils' positive attitudes have a marked impact on their learning and progress. Pupils are keen and confident learners. They work hard and want to do their very best.
- Pupils are respectful, tolerant and have a developing understanding of the wider world. They make a valuable contribution to decision making about important aspects of school life.

### It is not yet an outstanding school because

- The teaching of spelling is not effective enough and, as a result, the standard of pupils' writing is held back.
- Some teachers do not use questioning well enough to challenge pupils to explain their ideas and thinking.
- There are too few opportunities for pupils to deepen their understanding by using and applying their mathematical knowledge to reason and solve problems.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make rapid progress and achieve high standards by:
  - ensuring that teachers use questioning to challenge pupils to explain their ideas and thinking
  - making sure that teachers challenge pupils to deepen their understanding and extend their skills by using and applying their mathematical knowledge to reason and solve problems.
  
- Improve the progress all pupils make in writing, especially in key stage 2, by:
  - strengthening the teaching of spelling and making sure that pupils spell accurately at the level expected for their age.

## Inspection judgements

### Effectiveness of leadership and management is good

- There has been considerable improvement in leadership and management since the last inspection. The headteacher has built an effective senior team which, with the strong support of the governing body, has taken the decisive action needed to move the school to good.
- Governors and senior leaders have high expectations for all pupils. They are tenacious in identifying and tackling any barriers that prevent disadvantaged pupils from doing as well as other pupils. As a result, gaps between disadvantaged pupils and others are closing quickly.
- Senior leaders have an accurate view of the school's strengths and the areas needing further work because they routinely and systematically check all aspects of the school's effectiveness. Teachers value the detailed and developmental feedback they receive from senior leaders and make good use of the good range of high-quality training to improve their subject knowledge and practice.
- Performance management targets for the headteacher, senior and middle leaders, and teachers are sharply focused on improving pupils' learning and progress. Governors make sure that all are held robustly to account for securing better outcomes for pupils.
- The school's broad and balanced curriculum promotes pupils' learning and development in a wide range of subjects. Topics are carefully linked to pupils' interests and build on their prior knowledge and understanding. The curriculum is extended and enriched by a range of extra-curricular activities focusing, for example, on music, physical education, sport and outdoor learning.
- Pupils' spiritual, moral, social and cultural development is effectively promoted. Pupils have a developing understanding of their local community and the wider world through an increasingly rich range of school-based and out-of-school activities. This helps them to be well prepared for their lives as citizens of modern Britain.
- Leaders make sure that additional funding is used well. The physical education and sports grant is used for lunchtime and after-school clubs and to increase pupils' participation in a wider range of inter-school competitions. Parents say that their children have really benefited from these additional activities.
- The pupil premium grant is used effectively to improve the learning and progress of disadvantaged pupils. The headteacher takes great care to pinpoint what each pupil needs and there is a collective commitment to do whatever it takes to secure good learning and fast progress.
- Some parents' confidence in the school was shaken during the last school year. Leaders have worked hard to rebuild trust and the overwhelming majority of parents now have a positive view of the school. Parents who wrote to inspectors highlighted the huge positive impact of the school's work on their children's learning and development. Many parents said that the school goes 'above and beyond' to keep them up to date and informed. All said that they value the school's strong emphasis on celebrating their children's successes and achievements.
- **The governance of the school**
  - Since the last inspection, governors have acted decisively and with resolve to tackle longstanding weaknesses and ineffective practice.
  - Governors have a good knowledge of the school's effectiveness because they check the information they receive from the headteacher carefully. Governors visit the school regularly, meet with pupils, parents and senior leaders, and look in depth at important aspects of the school's work. There is strong oversight, for example, of safeguarding and provision for disadvantaged pupils.
  - Governors are robust in challenging the headteacher and senior leaders. They ask searching questions and use performance management to hold the school's leaders to account.
  - External support has been pivotal in quickening the pace of improvement and moving the school to good. Strong partnerships with other schools, robust challenge from a school improvement partner and effective support for the governing body have added to the school's drive and capacity for improvement.
- The arrangements for safeguarding are effective. Leaders and staff know pupils well and are alert to the things that make them vulnerable. Pupils trust the adults who care for them and say that they feel safe. Case studies show that the school works closely and effectively with other professionals and services to provide the help and support pupils and their families need.

## Quality of teaching, learning and assessment is good

- Teaching is effective, and as a result, pupils are growing in confidence, learning well and making good progress. Teachers use their in-depth knowledge of pupils' starting points to plan interesting and challenging learning activities. As a result, pupils want to learn and are keen to do well.
- Teachers routinely check pupils' learning and progress in lessons. Those needing more support, or more challenging work, are spotted quickly. Pupils needing more support receive the help they need to get back on track. For example, a targeted group of Year 4 pupils are making faster progress in writing as a result of the highly effective extra teaching they receive.
- Teaching assistants are effective in supporting pupils' learning and development because they know each pupil well and understand how to break tasks down into small, achievable steps.
- Teachers give pupils clear and detailed feedback and, as a result, pupils know exactly what they need to do to improve their work. Importantly, pupils often ask for feedback from the teacher and are keen to do their very best, for example, by drafting and re-drafting their work. Sometimes, teachers do not use questioning skilfully enough to challenge pupils to explain their ideas and thinking fully.
- As a result of effective training and support from senior leaders, teachers have secure subject knowledge. Considerable work has been done to strengthen the teaching of mathematics. Teachers explain mathematical concepts and methods clearly and set work that helps pupils to use their mathematical knowledge with increasing fluency and accuracy. However, there are too few opportunities for pupils to deepen their understanding and extend their skills through reasoning or solving problems.
- The teaching of phonics is a strength. As a result, early years children and pupils in key stage 1 make fast progress in reading and writing. Over time, the teaching of spelling has been less effective and, as a result, the standard of pupils' writing, especially in key stage 2, is held back by inaccurate spelling.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of themselves, their work and their school. They work hard, persevere with tasks and are keen to do their very best. Pupils' confidence and positive attitudes have a growing impact on their learning and progress.
- Pupils say that they feel safe at Kirton Lindsey. They have great trust and confidence in the adults who care for them and say that they always get the help and support they need. Parents share their children's confidence and many say that 'they can speak to teachers about any concerns at any time'.
- Pupils learn about how to keep themselves safe. For example, pupils know how to cross roads safely and cycle safely on the road. Pupils are knowledgeable about how to stay safe when using computers and the internet.
- Pupils have an influential voice which is valued by the headteacher and senior leaders. They are routinely consulted about important aspects of school life, for example, the curriculum, teaching and learning, and how to keep safe.

### Behaviour

- The behaviour of pupils is good.
- As a result of consistently high expectations, pupils conduct themselves well and are polite and respectful towards adults and each other. In fact, pupils are highly self-disciplined and rarely need direction from adults.
- Playtimes are lively and pupils are active and energetic. Pupils play cooperatively and many enjoy taking part in organised games and outdoor activities. Year 4 pupils talked enthusiastically about the 'Woodland Club' and how much they enjoy learning and playing outdoors.
- Levels of attendance are consistently higher than the national average for primary schools. Rightly, the headteacher and senior leaders place an extremely high value on good attendance. Similarly, pupils value the rewards they receive for good attendance.

- Incidents of challenging or disruptive behaviour are rare and there are few recorded incidents of bullying. Pupils agree that behaviour is good and that bullying is uncommon. Crucially, pupils say that bullying is unacceptable and that any bullying incidents are sorted out quickly.

## Outcomes for pupils

are good

- There is a strong upward trend in the proportion of children in the early years provision reaching a good level of development.
- The proportion of Year 1 pupils achieving the expected standard in phonics increased and was above the national average in 2015. A very high proportion of pupils achieved and exceeded the expected standard in reading, writing and mathematics at the end of Year 2. Year 6 pupils made strong progress from their different starting points in reading and writing, and their attainment was broadly in line with national averages.
- In 2015, the most-able pupils achieved high standards in reading, writing and mathematics at the end of Year 2 and an increasing proportion achieved high standards in reading and writing at the end of Year 6. Currently, the most-able pupils are maintaining these high standards in key stage 1 and are making faster progress in key stage 2, especially in mathematics.
- Pupils who have special educational needs or disability make strong progress. Senior leaders and teachers keep a close eye on this group of pupils and make sure that they stay on track to achieve their end-of-year and end-of-key-stage targets.
- The work in pupils' topic books shows that they develop their knowledge, skills and understanding in a wide range of other subjects. For example, pupils improve their scientific knowledge and understanding by developing and testing a hypothesis and using experimental results to draw conclusions.
- In 2015, Year 6 pupils did not make fast enough progress in mathematics and their attainment was too low. As a result of decisive action to improve the teaching of mathematics, current pupils, including disadvantaged pupils, are on track to achieve the standards expected for their age in mathematics. This can be seen in the work in their books and progress seen during visits to lessons.
- Similarly strong progress can be seen in reading and writing. Pupils in key stages 1 and 2 read with interest and with age-appropriate levels of fluency and understanding. Parents say that their children enjoy reading and are increasingly confident and independent readers. However, key stage 2 pupils' attainment in writing is held back by inconsistent and inaccurate spelling.

## Early years provision

is good

- Leaders have an accurate view of the effectiveness of the early years provision. Much has been done to improve the provision since the last inspection. Importantly, leaders have made sure that staff are trained well and the early years provision gives children the rich and stimulating learning environment they need.
- Children join the Reception class with a level of development below that expected for their age. As a result of well-planned provision and effective teaching, children make good progress and an increasing proportion achieve a good level of development by the end of their Reception Year. Disadvantaged children receive the extra help they need to make fast progress and are well prepared for Year 1.
- Leaders have an in-depth understanding of children's starting points and needs because they work closely with parents and assess children's knowledge, skills and understanding accurately. At the start of the year, for example, leaders identified that very few children were at the age-expected level in expressive arts and design. As a result of carefully planned experiences and opportunities, children have made rapid progress in being imaginative and exploring and using media.
- Children in early years have a developing interest in literacy and mathematics because of the rich range of opportunities to read, write and learn about numbers and shapes.
- Children behave well and learn how to play and learn cooperatively. They take turns, share and are keen to help their friends. For example, a small group of boys enjoyed their snack-time, sharing drinks and healthy snacks while talking enthusiastically about what they were going to do next.
- Children are safe and all welfare requirements are met. Children have a developing understanding of how to stay healthy and keep safe. One child, for example, reminded his friend about the good habit of washing your hands before eating a snack.

- Parents say they are kept informed about their children's achievements and are actively encouraged to support their children's learning and development at home. Parents say that they feel 'well supported' by a 'truly dedicated' early years team.

## School details

<b>Unique reference number</b>	117739
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10011981

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Spencer
<b>Headteacher</b>	Collette Randall
<b>Telephone number</b>	01652 648792
<b>Website</b>	<a href="http://www.kirtonlindseyprimary.co.uk">www.kirtonlindseyprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:head.kirtonlindseyprimary@northlincs.gov.uk">head.kirtonlindseyprimary@northlincs.gov.uk</a>
<b>Date of previous inspection</b>	18–19 March 2014

## Information about this school

- Kirton Lindsey is smaller than the average-sized primary school.
- The proportion of pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is broadly average.
- Most pupils are from a White British background and very few speak English as an additional language.
- The proportion of pupils who need support for their special educational needs or disability is much lower than the national average. However, the proportion of pupils who have education, health and care plans is broadly average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements for the publication of specified information on its website.

## Information about this inspection

- Inspectors observed teaching and learning on both days, spoke to pupils and examined the work in their books. Several lessons were observed jointly with the headteacher and deputy headteacher.
- Meetings were held with pupils, parents, teachers, senior and middle leaders, three governors (including the chair of the governing body) and a representative from the local authority. Inspectors spoke to the school improvement partner.
- Inspectors considered the information recorded on Parent View (Ofsted's online questionnaire) and spoke to parents informally at the beginning and end of the school day. Inspectors took account of 23 staff questionnaires.
- Inspectors examined documents relating to governance, school improvement planning, self-evaluation, pupils' progress, attendance and behaviour, and the curriculum and safeguarding.

## Inspection team

Nick Whittaker, lead inspector

Vicky Johnson

Her Majesty's Inspector

Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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