

# Kirton Primary School

Station Road, Kirton, Boston, Lincolnshire PE20 1HY

## Inspection dates

4–5 December 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders work together well to provide strong leadership for the school. Their decisive actions have led to improvements in the quality of teaching and learning.
- The school's curriculum is designed to motivate pupils to learn and to broaden their knowledge and skills. It promotes their spiritual, moral, social and cultural development well.
- Children in the Nursery Year make a good start to their school life. Good teaching and nurturing help children to make good progress.
- The early years is an enjoyable and exciting place to learn. Teachers provide a range of stimulating activities to support children's learning across different areas of the curriculum.
- Members of the governing body understand the school's strengths and are ambitious for its future. They know what needs to be done to secure strong pupil achievement across the school.
- Relationships between pupils and adults are positive. Pupils are respectful and behave well. Adults encourage pupils to be independent and confident learners.
- Provision for pupils with special educational needs and/or disabilities (SEND) is good. Pupils receive support which enables them to make good progress.
- Leaders use additional funding effectively to support the needs of disadvantaged pupils.
- The school's work to promote pupils' understanding of money management is a feature of the school. Pupils enjoy using the school's shop and saving their hard-earned 'Kirts' in the school's Parliament bank.
- The teaching of phonics is good. The large majority of Year 1 pupils attain the expected standard in the Year 1 phonics screening check.
- Middle leaders are committed to ensuring that all pupils achieve well. They use their expertise effectively to support and challenge staff to improve their practice.
- Pupils, including those who are disadvantaged, make good progress in their learning. They are well prepared for the next stage of their education.
- The quality of teaching and learning across the school is good. However, recent changes and improvements to teaching in key stage 1 are still in the early stages of development.
- Early years teachers do not consistently use assessment information to ensure that provision is closely matched to children's needs. The proportion of children who attain a good level of development is below national averages.

## **Full report**

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

- Ensure that the strategies to improve teaching and learning in key stage 1 are consistently implemented to increase further the proportion of pupils who attain the expected standards at the end of Year 2.
- Ensure that teachers in the early years use what they know about the children's earlier learning to plan teaching and activities that match the needs of all children.

## Inspection judgements

### Effectiveness of leadership and management

Good

- School leaders have a good understanding of the school's performance. They have accurately identified the areas in need of improvement and put in place effective strategies to address them. Leaders at all levels demonstrate a strong determination to ensure that pupils receive good-quality teaching.
- The school's curriculum provides pupils with a variety of exciting learning experiences. There is a range of interesting topics which motivate and inspire pupils to learn. Leaders ensure that the curriculum reflects the context of the school and the needs of the pupils. This includes the wider curriculum, where pupils are able to develop their financial understanding through the school's Parliament bank and shop. Pupils are encouraged to consider and discuss issues in their everyday lives and relate them to events in the wider world. For example, pupils recently visited the farm that provides their school dinners. They learned about the processes involved in farming, selling and preparing their food. This knowledge then helped to inform their learning in science as well as support their factual writing.
- Middle leaders are knowledgeable and passionate about their areas of responsibility. They work effectively with teachers to improve the quality of teaching and learning and check regularly on the progress being made. Teachers value the support they receive. Middle leaders are successfully refining the way that these checks are used to hold teachers to account for improving standards for the pupils in their care.
- Leaders use the additional funding to support disadvantaged pupils effectively. Pupils receive appropriate additional support and experiences to ensure their good attendance and raise their attainment. Attendance for disadvantaged pupils is close to the national average and they make good progress in their learning.
- Leadership of provision for pupils with SEND is effective. Leaders ensure that support for these pupils is specifically tailored to meet their individual needs. There is an effective system for the early identification of pupils' needs and staff work well with external agencies to seek advice where necessary. Staff receive regular and relevant training so that provision is appropriate and enables pupils to make good progress.
- School leaders are ambitious for the school to continue to improve. They work collaboratively with the federated nursery school and with colleagues from other schools to learn from and share good practice. The school accesses high-quality training for staff and checks the impact of their actions through the effective challenge and support of the Connect Teaching School Alliance, the Lincolnshire Learning Partnership and the local authority. Staff, particularly those who are new to teaching, greatly appreciate the opportunities they receive to develop their teaching skills and improve their practice.
- The curriculum successfully develops the pupils' personal development. It ensures that pupils gain an insight into, and understanding of, British values. The school's strengths in this area were reflected in the comments of one pupil who said, 'It's important to remember that following rules means that people are kept safe and school is a better place to learn, just like in the wider world; if people obey the law, then the world is a

better place to live.’

- The focus on improving the quality of teaching and learning in the early years and key stage 1 has been effective. Pupils are making stronger progress. However, not all of the improvement strategies are fully embedded and implemented consistently. Attainment is not as high as it could be in these areas of the school.

## **Governance of the school**

- Members of the governing body have a good strategic understanding of the school. They are proud of the school’s strengths and are ambitious for its future. They ensure necessary actions to improve the school are sharply focused. They provide leaders with appropriate challenge and support.
- Governors are conscientious, prioritising the areas for improvement identified by leaders. They understand their responsibilities and closely monitor the progress and attainment of pupils to hold leaders effectively to account for school improvement.
- Governors check how well leaders allocate and monitor additional funding received by the school such as the pupil premium. They make sure that this funding is used effectively to improve the progress of disadvantaged pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective. Appropriate employment checks are in place, in line with statutory requirements.
- Leaders have clear procedures and systems in place to keep pupils safe. Regular training and updates ensure that staff have a good understanding of their responsibility to safeguard children. There is a culture of vigilance for pupils’ welfare.
- Leaders for safeguarding work together as an effective team. Records are well maintained and show that leaders are tenacious in pursuing concerns. They work with external agencies effectively to ensure the well-being of pupils.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching across the school is good. Changes to staffing and effective training and support have improved the quality of teaching and learning. Where it is less strong, leaders provide skilled guidance and support so that it improves.
- Teachers demonstrate a good knowledge of the subjects they teach. They plan lessons that motivate and interest pupils in their learning. For example, pupils in lower key stage 2 Year 4 were absorbed in their task of writing a letter to a Roman soldier, which was based on their learning about the Roman empire. In another example, a teacher skilfully challenged Year 6 pupils in their mathematics lesson through well-chosen problems and high-quality questioning.
- Teachers and teaching assistants use questions well to consolidate learning and clarify misconceptions. Where questioning was most effective, it encouraged pupils to explain what they were learning and consolidate their understanding.

- Successful strategies for the teaching of reading in key stage 2 have now been introduced across key stage 1. Pupils across the school benefit from regular reading lessons to develop their comprehension and focus on improving specific reading skills. Pupils say that they enjoy reading a range of texts and are encouraged to read regularly in class, in the school library, and at home.
- The teaching of phonics is good. Pupils who read to inspectors were able to use their phonics knowledge to read unfamiliar words. Pupils were also observed in lessons using their phonic knowledge to support their spelling in their writing.
- Improvements to the way mathematics is taught for pupils in key stage 1 have ensured that there is now a consistent approach across the school. Pupils have frequent opportunities to practise and apply their skills, including in other subjects. Teachers encourage pupils to use reasoning and to explain what they have done and why. For example, inspectors observed groups of Year 2 pupils animatedly discussing their errors and suggesting possible ways to resolve them.
- Pupils write for a range of different purposes. These are often linked to topics of interest. Teachers across the school model writing effectively and provide pupils with opportunities to practise and improve their writing. This enables pupils to develop their understanding and use of spelling, punctuation and grammar.
- Pupils who speak English as an additional language and those with SEND have effective, well-planned support. Teachers work well with teaching assistants to ensure that additional support meets pupils' needs well and is specifically targeted to move them on in their learning.
- Teachers plan regular opportunities for pupils to extend their knowledge and skills in different areas of the curriculum. Trips to places of interest and visitors to school enhance pupils' learning and broaden their life experiences. For example, during the inspection, pupils in key stage 2 benefited from a visit from the Zoo Lab. They were able to learn about, and have first-hand experience of, a variety of exotic animals which linked to their learning about animals in science.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They are encouraged to be confident and take responsibility for their learning through the school's 'learn and earn' approach. Pupils excitedly told inspectors about the school's shop and bank. They explained how they receive rewards for their academic and personal achievements, as well as for their good attendance, in the form of 'Kirts'. These can then be spent in the school shop or banked in the school's Parliament bank. The scheme is successfully teaching pupils the relationship between working to earn money and the benefits of saving and spending wisely. Older pupils also relish the opportunities to work in the shop and bank.
- Leaders have a good understanding of the local community and are ambitious for all pupils. Pupils have opportunities and experiences which encourage them to think about matters such as the use of social media as well as local and wider world issues. For

example, pupils told me how they are learning to be junior road safety officers. Some pupils explained how they have education to teach them about the dangers linked with drugs and alcohol. Other pupils explained how they take part in the 'community clean up' to help to keep their local area tidy.

- Pupils say that they feel safe in school and that staff help them with any worries or concerns they may have. They can discuss how the school teaches them to keep safe in a variety of different situations, including how to keep safe when using the internet. Parents who spoke with inspectors and the large majority who responded to Ofsted's online survey, Parent View, confirmed that the school keeps their child safe.
- A few parents expressed concerns about how the school handles bullying. However, records show that instances of bullying are handled appropriately, in line with the school's behaviour policy.

## Behaviour

- The behaviour of pupils is good.
- The school is a welcoming and friendly place to learn. The environment is attractive and motivating. Pupils say that they enjoy their learning and enjoy coming to school.
- Pupils have a good understanding about the expectations for their behaviour. They are clear about the different forms that bullying can take and are appreciative of the support available to them if they have a concern. They say that incidents of bullying or poor behaviour sometimes happen but, when they occur, staff deal with them effectively.
- In lessons, pupils cooperate well and show mutual respect. Relationships are positive. In some lessons, pupils lost concentration if their work was not well matched to their needs.
- Leaders monitor the attendance of pupils scrupulously. They work closely with leaders for safeguarding and consult with external agencies when needed. They ensure that families are supported, and pupils are safe and attend school regularly. Attendance is in line with the national average.

## Outcomes for pupils

**Good**

- Outcomes for pupils in reading, writing and mathematics at the end of key stage 2 over recent years have been strong. Leaders' focused improvement work has secured attainment that is consistently above national averages by the end of key stage 2. Pupils are well prepared for their secondary schools.
- Current pupils are making good progress in a range of subjects. Throughout the school, pupils apply their reading, writing and mathematical skills accurately and confidently.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check is consistently above the national average. This reflects the good-quality teaching of phonics. Pupils who read with inspectors said that they enjoyed reading and showed that they are developing their early reading skills well.

- Children enter the school with skills that are below those typical for their age. They make good progress as they move through the school. Current Year 6 pupils are making good progress in reading, writing and mathematics.
- The proportion of pupils in the school who are disadvantaged is above national averages. The school has in place effective arrangements to make sure that these pupils make good progress. They benefit from good teaching and specifically focused additional adult support, experiences and resources, when they need them.
- Pupils with SEND and pupils who speak English as an additional language make good progress from their starting points in reading, writing and mathematics. Leaders quickly identify pupils' learning needs. Good teaching and effective additional provision and support enable pupils to make the progress of which they are capable.
- In recent years, the proportions of pupils attaining the expected standards in reading, writing and mathematics by the end of key stage 1 have been below national averages. In 2018, the proportion increased. This was the result of the steps taken by leaders to improve the quality of teaching in key stage 1.
- Pupils in Year 1 and Year 2 are making good progress. Inspectors' scrutiny of pupils' books and observations during lessons confirmed that the majority of current pupils are making good progress in these subjects. However, not all of the strategies to improve the quality of teaching and learning in this key stage are securely in place. The proportion of pupils attaining the expected standards are still below national averages.

## Early years provision

**Good**

- Leadership of the early years is good. Leaders ensure that provision across the Nursery and Reception Years is planned well to ensure a variety of motivating activities that interest children in different areas of learning.
- Children in the Nursery Year settle quickly and make a good start to their school life. Staff build effective relationships with parents to meet children's learning and care needs well.
- Relationships between adults and children throughout the early years are nurturing and positive. Well-structured routines and procedures mean that children enjoy their time in school and are kept safe. They cooperate with each other and behave well.
- The early years classes are inclusive. Children with SEND and those who speak English as an additional language are well supported. Additional adult support and activities are carefully planned to meet children's needs well. Children with SEND and those who speak English as an additional language, along with other children in the early years, enjoy their learning and are well prepared for Year 1.
- The early years classes are inspiring and safe places to learn. Children have opportunities to develop their knowledge and understanding in different areas of the curriculum. Children are encouraged to explore, investigate and to be independent. For example, inspectors saw children independently investigating what happened as ice melted through a colander. They excitedly exclaimed, 'It's raining!' as they watched the melted water pour into the container below.
- Children's reading, writing and mathematics skills are developed well in the early years.

Teachers plan frequent opportunities to develop these skills through stimulating learning activities. For example, in the Reception Year, inspectors observed children developing their writing skills by creating cards for a wedding. Adults consolidated children's knowledge of vocabulary through stories and the use of real-life resources. Teachers skilfully encouraged children to use their phonics knowledge to write their own congratulation messages in their cards.

- Good teaching and care enable children to make good progress. The majority of children start the Reception Year with skills which are below typical for their age. Over recent years, the proportion of children who have attained a good level of development by the end of the Reception Year has been below the national average. In 2018, although still below average, the proportion increased as a result of new teaching strategies. Scrutiny of current school assessment information, examples of children's work and observations during lessons show that these strategies are having a positive impact on children's learning. The majority of children are making good progress from their starting points in the different areas of learning.
- Teachers across the early years closely monitor the progress of children's learning. They use the range of evidence they collect from their assessments to make sure that children are making good progress across the early years curriculum. Leaders regularly check the accuracy of this information. However, teachers do not consistently use the information they collect to plan lessons and activities that extend the children's earlier learning.

## School details

Unique reference number	120415
Local authority	Lincolnshire
Inspection number	10056195

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

Type of school	Nursery and primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	525
Appropriate authority	The governing body
Chair	Mr Paul Holmes
Executive headteacher	Mrs Nicky Donley
Telephone number	01205 722236
Website	<a href="http://www.kirton-boston.lincs.sch.uk">www.kirton-boston.lincs.sch.uk</a>
Email address	<a href="mailto:enquiries@parliamentfederation.co.uk">enquiries@parliamentfederation.co.uk</a>
Date of previous inspection	6 June 2018

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportions of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language are in line with those seen nationally.
- The proportion of pupils with SEND is above the national average.
- The school works closely in a formal partnership to support school improvement with Kirton Primary School and across the other schools in the partnership.
- The school works with the Connect Teaching School Alliance and the Lincolnshire Learning Partnership, as well as the local authority, to access training for staff and to share good practice.
- The school is a member of the Parliament Federation with Boston Nursery School. The executive headteacher is also executive headteacher of Boston Nursery School.

- The school has received several awards, including the Silver Sports Award, the Primary Quality Mark for Science and the Community Education Award for Money Management and was awarded status as a Centre of Excellence for Financial Education.

## Information about this inspection

- Inspectors observed teaching in all year groups. They observed the teaching of reading and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work.
- Inspectors held meetings with the executive headteacher, head of school, deputy headteacher, the coordinator for pupils with SEND and several middle leaders including those for English and mathematics. The lead inspector met with members of the governing body and had a telephone conversation with a representative from the local authority.
- Inspectors spoke with parents informally at the start of the school day. They took account of the 50 responses to the Ofsted online questionnaire (Parent View) and the 29 responses to Ofsted's online questionnaires for staff. There were no responses to Ofsted's online questionnaires for pupils.
- Inspectors looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; information about the behaviour management of pupils; information relating to the school's use of the pupil premium funding and funding for pupils with SEND; the school's most recent information relating to the attendance of pupils; and minutes from meetings of the governing body.

## Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Joanna Hall	Ofsted Inspector
Heather Hawkes	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018