

Inspection of Kinoulton Primary School

Main Street, Kinoulton, Nottingham, Nottinghamshire, NG12 3EL

Inspection dates: 28 and 29 September 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until this year the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

This is a small school with a friendly atmosphere. Pupils say, 'There are nice teachers with high expectations.' Pupils who are new to the school receive a warm welcome that helps them settle quickly.

Pupils are keen learners. They speak proudly about having a 'high work rate' in lessons. An inspector saw pupils showing equal determination during a lunchtime music club, as they learned to play tricky 'bell plate' instruments.

Lunchtime and after-school clubs are gradually being reintroduced. These were paused because of COVID-19 (coronavirus) restrictions. Pupils can enjoy activities designed to cater for a range of interests and talents. For example, the well-being club provides calming activities designed to foster positive mental health.

Behaviour across the school is consistently good. Instances of bullying are rare. Pupils know they should tell a trusted adult if they have any concerns. Pupils say they feel happy and safe at school.

At the time of the inspection, pupils in all classes were learning about rainforests. This is part of a new approach to the curriculum. Leaders and staff are checking how well the revised curriculum supports pupils to know and remember more. This aspect of the curriculum is still under development.

What does the school do well and what does it need to do better?

Leaders have recently rewritten the curriculum in some subjects. Aspects of history, geography, art and science are now combined under themes, for example rainforests. The aim is for pupils to develop a rich store of knowledge and skills over time. However, this work is not finalised. It is too soon to measure how well pupils remember and apply what they have learned in the revised subjects.

In geography, leaders have ensured that the curriculum sets out clearly what pupils should know, and when. Teachers are currently trialling the new 'rainforests' theme. However, in lessons, younger pupils sometimes lose focus because the work is too tricky for them. Teachers are still refining how they apply the revised curriculum.

The mathematics curriculum is strong. It is well established and supports pupils to know and remember more, from early years to Year 6. Teachers break down new concepts into small, manageable steps. They step in quickly to support any pupils at risk of falling behind. Pupils successfully apply what they already know when tackling an unfamiliar concept. They spoke proudly about their accomplishments in mathematics.

Leaders encourage a love of reading across the school. They told inspectors that 'Reading is the most important thing we teach.' Pupils have access to a wide range

of books. Leaders have recently introduced a new phonics programme. Staff have received training and are in the early stages of incorporating the new programme into the daily phonics sessions. An inspector observed pupils reading to a familiar adult. During that activity, most pupils read from books that matched their phonics knowledge. This was not the case for a small number of pupils in Year 1. Staff plan to address this as soon as possible by introducing books linked to the new phonics programme.

Children in the early years foundation stage get off to a strong start. They are happy and well cared for in safe, well-resourced indoor and outdoor areas. The early years curriculum is well planned. It is clear what children will learn and when. Skilled staff work well as a team. They quickly get to know the children and their needs. This means that children settle well and develop secure knowledge and skills across all areas of learning.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Staff adapt the curriculum to these pupils' needs. They consult with parents regularly. Leaders liaise closely with special educational needs coordinators in other local schools. This helps to update staff's training and their knowledge of the needs of these pupils.

Pupils' behaviour is good, in lessons and around school. Staff set clear expectations for pupils' conduct. Pupils could explain the school's core values of creativity, collaboration and curiosity. They know that collaboration means working together and supporting each other.

Leaders and staff promote pupils' personal development well. The school's values are evident around the school and in assemblies. In discussion, pupils spoke about the importance of respecting differences. They appreciate learning about a range of faiths and cultures.

Staff value leaders' support for their workload and well-being. They described themselves as being a supportive staff team. Governors understand the pressures on staff and leaders. They regularly discuss staff well-being as part of their meetings.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher quickly took steps to strengthen the school's safeguarding culture and systems. More robust systems for logging visitors and improving site security are now in place. Staff now understand the importance of staying alert to any concern, however small. Leaders have introduced a thorough process for recording concerns. They make sure to follow these up straight away, and to record their actions. Pupils have confidence in staff to protect them. Leaders are currently writing a new policy to raise awareness about the dangers of peer-on-peer abuse. They recognise the importance of protecting pupils from harassment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear that leaders have already taken action to plan the curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.

- Leaders are in the process of rewriting the curriculum. It does not yet set out precisely what pupils should know, and when, in geography, history and art. Leaders and staff have not yet been able to measure the impact on pupils' ability to know and remember more over time. Leaders should ensure that pupils' learning is coherently planned and sequenced in all subjects.
- Staff are currently implementing a new phonics programme. Some of the resources, including decodable books, have not yet arrived in school. A small number of pupils do not currently read from books that match their phonics knowledge. They do not develop as fluent, confident readers as quickly as they should. Leaders should ensure that the new approach to the teaching of phonics enables all pupils to apply their knowledge accurately, when reading unfamiliar texts.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	122651
Local authority	Nottinghamshire County Council
Inspection number	10199305
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair of governing body	Paul Townsend
Headteacher	Simon Paramore
Website	www.kinoulton.notts.sch.uk/
Date of previous inspection	16 October 2006

Information about this school

- The headteacher was appointed in April 2021. The chair of governors took up his role in September 2020.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteachers, curriculum leaders and the interim special education needs coordinator.
- The lead inspector met with a group of governors and held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.

- Inspectors also looked at curriculum plans, looked at pupils' work and spoke to leaders about some other subjects.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents, and by holding discussions with leaders, staff and pupils.
- Inspectors carried out a range of activities to evaluate pupils' behaviour and attitudes and how well the school promotes pupils' personal development.
- Inspectors evaluated the quality of the provision for pupils in the early years foundation stage by visiting this area of the school and speaking to staff and children.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Sarah Fielding

Ofsted Inspector

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