

# Inspection of an outstanding school: Louth Kidgate Primary Academy

Kidgate, Louth, Lincolnshire LN11 9BX

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Inspection dates:

22 and 23 February 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils feel proud to attend Louth Kidgate Primary School. They feel respected and supported by everyone. Parents value the school. They appreciate the caring culture. Parents of pupils with special educational needs and/or disabilities (SEND) particularly appreciate the high expectations that teachers have for their children. Pupils with SEND receive effective support.

Pupils' behaviour is exemplary. They cooperate with each other in lessons and when they play. They work industriously in pairs and in groups. Children in the early years follow routines happily. Pupils' learning is not disrupted by the poor behaviour of others.

Pupils understand what bullying is. They learn how to recognise bullying, including when online. They do not believe that bullying is an issue in school. Pupils said that there may be 'ups and downs' between friends. They are confident that teachers quickly resolve any such incidents.

Pupils take part in trips and events. They enjoy clubs and activities. They raise funds. They take part in church services. They learn about democracy and the rule of law. The pupil council works together to improve the school. Members wear their 'golden sweatshirts' with pride.

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

Leaders have thought carefully about curriculum planning. The curriculum is ambitious, research-based and well planned. It is designed for pupils to revisit key learning to help them become experts. However, curriculum plans are not delivered consistently well. In some subjects, teachers do not follow the plans well enough. They teach activities out of

sequence. Teachers do not always build on pupils' prior knowledge. Some pupils, including disadvantaged pupils, do not make the progress that they should.

Teachers have strong subject knowledge. They are enhancing this knowledge through school-based research. Sometimes they use skilful assessment techniques to check pupils' understanding. They help pupils to remember key knowledge long term. These techniques work best when curriculum plans are closely followed. In mathematics, for example, pupils approach their learning with confidence. They are fluent when using number. They often use mathematical technical language with ease. In these lessons, there is a positive buzz of learning. Pupils do not exhibit the same depth of knowledge in some foundation subjects.

The curriculum is adapted to meet the needs of pupils with SEND. Teaching assistants provide highly effective support and care.

Pupils learn to read as soon as they enter school. The phonics curriculum is rigorous and well planned. Teachers assess pupils' phonic knowledge precisely. Pupils who need help to catch up receive daily support. However, not all teachers deliver the reading curriculum consistently well. This slows the pace of learning for some pupils. These pupils do not read with the fluency and accuracy that they could.

Books are everywhere. Pupils and children in the early years access a range of texts. They enjoy rhymes, poetry, fiction and non-fiction books. They enjoy a range of authors and genres. The library is well used. Pupils enjoy the opportunity to visit the local library too. Pupils said that they enjoy reading. They said that it is fun and that it 'helps you learn really well'.

The personal, social and health education curriculum is carefully planned. It is adjusted appropriately when local issues emerge, for example, to support pupils to understand the dangers of radicalisation. Assemblies are used wisely to enhance pupils' learning and enjoyment of school. Parents are invited to celebrate pupils' work, observe their learning and applaud their many 'red apple' achievements.

Subject leadership is a strength of the school. These leaders are experts. They are involved with subject communities outside of the school. They bring knowledge, skills and enthusiasm to the role. They do not have sufficient opportunities to check the quality and consistency of curriculum implementation.

Staff are proud to work at the school. They feel well supported by leaders. They said that they are well led and managed. Staff's workload is carefully managed.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a positive safeguarding culture. One pupil spoke for many when they said, 'Teachers in this school are kind – there are many people we can go to if we need help.' Safeguarding records are clear and appropriately kept. Leaders take swift action to ensure

that pupils receive the support that they need, including from external agencies. Leaders make sure that concerns about the most vulnerable pupils are appropriately escalated.

The single central record meets statutory requirements.

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

### **(Information for the school and appropriate authority)**

- Curriculum plans are not consistently implemented. Some teachers do not deliver the curriculum 'backbone' in the correct order. Pupils' prior knowledge is not appropriately built upon. This slows pupils' progress. Leaders must make sure that the planned curriculum is consistently taught and that pupils achieve as well as they should across all the subjects they study.
- Phonics is not taught consistently well. Some staff do not teach the sounds that letters make precisely enough. Some pupils do not learn to read as accurately and fluently as they should. Leaders must make sure that teachers have the skills and knowledge needed to teach phonics with accuracy and confidence.

## **Background**

When we have judged a school outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in May 2016.

## **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.

## **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

<b>Unique reference number</b>	138637
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10227113
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	422
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Watson
<b>Headteacher</b>	Paul Lidbury
<b>Website</b>	<a href="http://www.kidgateprimaryacademy.co.uk">www.kidgateprimaryacademy.co.uk</a>
<b>Date of previous inspection</b>	11 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and senior leaders to discuss their evaluation of the quality of education. The inspector met with members of the governing body, including the chair and vice-chair of governors
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work. The inspector heard pupils read.
- The inspector observed pupils during the school day as they moved around the school. She spoke to members of the pupil council.
- The inspector met with the designated safeguarding lead to discuss the actions taken

to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils. She reviewed information relating to attendance.

- The views of parents and staff were considered.

### **Inspection team**

Jayne Ashman, lead inspector

His Majesty's Inspector

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