



# Kingsthorpe Grove Primary School

Inspection Report

**Unique Reference Number** 121943  
**LEA** Northamptonshire  
**Inspection number** 281137  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** John Eadie RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Kingsthorpe Grove
<b>School category</b>	Community		Northamptonshire
<b>Age range of pupils</b>	3 to 11		Northampton NN2 6NS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 714 674
<b>Number on roll</b>	452	<b>Fax number</b>	01604 710 296
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mrs Jane Brothers

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 281137
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a large primary school in an urban area close to the centre of Northampton. It changed status from a lower school to a primary in September 2004. There are areas of significant deprivation in the locality. The majority of pupils are of White British heritage and about 13% of pupils come from a wide range of minority ethnic backgrounds. Most of these speak English as their home language although an increasing proportion of Asian pupils have English as their second language. There is a higher than average number of pupils with learning difficulties or disabilities and the school has designated provision for 17 pupils with autism. The school has won an award for encouraging its pupils to adopt a healthy lifestyle.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The inspectors agree with the school's evaluation that it is a satisfactory school with a number of strengths. Most notable amongst these is the provision for children in the nursery and reception classes, which is outstanding. These children make good progress to reach expected standards in their personal development and their speaking and listening but the good progress does not enable them to meet expected standards in other areas of learning. The designated provision for autistic pupils is of equally high quality. Throughout the school the pupils' personal development has a high priority. However, a significant number of pupils do not come to school regularly enough. Pupils are exceptionally well cared for and feel very safe and secure. The range of experiences provided for pupils in the curriculum and other activities is good.

The headteacher and other staff have a very clear vision for raising standards, leadership and management are good. Standards are broadly average by the time the pupils leave although the school has only recently had pupils in Years 5 and 6 and is still getting used to their needs. Pupils' progress is satisfactory through the school. Part of the reason it is not better is that systems to enable pupils to know exactly what they need to learn next are new and not used well enough. The school is very well aware of what needs to improve and is already working on all the areas noted in this report. Good progress has been made since the previous inspection and the school is well placed to continue this progress. The school gives satisfactory value for money.

### What the school should do to improve further

- develop work already started to raise standards in English and mathematics
- ensure that all pupils know exactly what they need to learn next to improve
- raise levels of attendance.

## Achievement and standards

### Grade: 3

Standards are broadly average by the time the pupils leave. However, last year's was the first group of pupils to leave from Year 6 and the school admits that it is still learning how to provide the best for pupils of this age. The school has put in place a number of measures to raise standards and these have begun to have had a significant impact. When they join the school in the nursery, children have well below the expected levels of skills and knowledge. They make exceptional progress in their personal and social development and their speaking and listening to reach the expected levels in these areas by the end of reception. Although progress in other areas of learning is good, standards overall are still below those expected by the time pupils start in Year 1. Progress is satisfactory in Years 1 and 2 and standards are broadly average by the end of Year 2. Satisfactory progress continues through Years 3 to 6 so that, by the end of Year 6, standards are broadly average. Pupils who find their work difficult are supported well and make progress similar to their classmates. The pupils in the autistic provision make good progress towards the targets set for them. The small number of

children whose home language is not English make good progress due to the sensitive support provided for them. The school sets very challenging targets for pupils in all year groups and many reach these targets.

Grade: 3

## **Personal development and well-being**

### **Grade: 3**

Pupils make good progress in developing their personal qualities, but their confidence and ability to learn independently are not as strongly developed. In the nursery and reception classes, they are willing to try activities and a child said 'I'm having great fun with this'. Pupils in Years 2 to 4 have satisfactory attitudes and behaviour, but in Years 5 and 6, they are good, as pupils respond well to teachers. Pupils' satisfactory behaviour ensures a calm and purposeful school. Bullying is not a significant issue as any challenging behaviour is effectively corrected.

Pupils' spiritual, moral, social and cultural development is good and makes a strong contribution to developing their personal experiences. Their moral and social development is especially strong. The school does well in encouraging a healthy lifestyle.

The school is working effectively to improve the below average attendance and poor punctuality. Despite pupils being keen to come to school, one in three has poor attendance and these pupils are not learning as well as they could.

Grade: 3

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory for pupils from Years 1 to 6. Teachers plan lessons thoroughly and routinely share the objective for learning with the pupils, which promotes their learning well. Tasks set are sometimes too difficult for pupils, however, leaving them too dependent on adult support and unable to learn effectively on their own. Marking is mainly effective in helping pupils to understand how they can improve their work and regular homework makes a positive contribution to pupils' learning. An area for improvement in Years 1 to 6 is the way teachers set targets, let pupils know how well they are doing and how they can improve.

Teaching and learning in the nursery and reception classes is outstanding. Children enjoy learning, as they choose from well-planned activities and receive excellent adult support. Teaching and learning in the provision for autistic pupils are also of very high quality. Meticulous planning and assessment in both settings ensure that these pupils achieve well.

Grade: 3

## **Curriculum and other activities**

### **Grade: 2**

Curriculum planning and the provision of additional activities are good. The curriculum puts a strong emphasis on reading, writing and mathematics, preparing pupils well for their future life. Staff plan links between subjects to make learning more enjoyable and interesting, enabling pupils to use their literacy skills in other subjects particularly well.

In nursery and reception classes the curriculum is outstanding. Through meticulous planning and extremely well-organised teamwork, staff in these classes present young children with a wide choice of activities in all areas of learning. The curriculum planned for pupils attending the provision for autistic pupils is of high quality. It is tailored to individual learning needs while promoting social development and inclusion.

Additional activities, in particular 'Golden Time', stimulate pupils' involvement, for example developing their health and fitness well. Projects like 'Africa Week' and Year 1's 'Barnaby Bear' studies link subjects imaginatively to create a stimulating curriculum.

Grade: 2

## **Care, guidance and support**

### **Grade: 1**

The headteacher and staff are very mindful of the community that they serve and are strongly committed to every child and family. Children make an excellent start in the nursery and reception classes and Family Support Workers offer families good support. This is developed very well further up the school through learning mentors. The management of behaviour is both fair and consistent. The school keeps pupils safe inside and outside the school. Child protection arrangements are thorough and training is up to date. Health and safety receives priority that is relevant to an old school building.

All staff know their pupils thoroughly. Very good checks are kept on pupils' progress from term to term although the school recognises the need to refine this process so that all pupils can make good progress through understanding what they have to do to improve. The tracking of pupils' personal development, though often informal, is extremely thorough. Vulnerable pupils are monitored well and have action plans developed that are tailored to their individual needs and involve parents and carers and support agencies. The school is very dedicated and focused on educating more vulnerable children who are fully included in the school.

Grade: 1

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. Action taken has had a positive impact in raising standards, particularly of reading and writing and the achievement of pupils

who find their work difficult. Pupils make good progress in a range of other areas. For example, the school has forged very close links with parents, particularly of the youngest children, to encourage their support of their children's learning. The fairly recent employment of Family Support Workers has been instrumental in raising the self-esteem of a significant number of pupils. This is very popular with parents, one of whom described the provision as 'really valuable'. Leaders have rightly focused on raising standards of pupils' personal development. This is successful, as children start at the school with well below the expected levels and their personal qualities are developed very well.

Governors give good support and fulfil their roles as 'critical friends' well. Finances are managed efficiently and money is spent well to meet the needs of the pupils, for example in supporting the high staffing levels. All statutory requirements are met.

Evidence of the effectiveness of the school's self-evaluation is that the inspectors agree with almost all judgements that the school made. In instances where there is disagreement, the inspectors are more positive than the school. A great deal of detailed analysis of results has been carried out and used well to focus support and other initiatives. These have been effective in raising achievement for the pupils who have been identified for additional support. Parents and pupils have a significant input into the areas for development and parental support for the school has improved significantly since the previous inspection. The quality of self-evaluation and the involvement of stakeholders place the school in a good position for future progress.

Grade: 2

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Kingsthorpe Grove Primary School Kingsthorpe Grove Northampton NN2 6NS

6 October 2005

Dear Pupils,

Thank you so much for welcoming us to your school; we very much enjoyed our time with you. You are at a friendly and very caring school.

The inspectors consider that the following are the best things about your school:

you get a super start in the nursery and reception classes

all adults care for and look after you exceptionally well

all of you are regarded as being equally important to the school and your views are listened to very well

your headteacher and other staff have a clear idea of how they can improve the school

you are given a wide range of experiences in lessons and trips out of school.

There are a few things we are suggesting to the school that it could do to improve the education you enjoy. It is already working at these.

you need to work hard to improve the standard of your work in English and mathematics

you do not always know exactly what you need to do to make better progress

too many of you do not come to school regularly enough, or are often late, and are therefore not learning as well as you could.

Yours sincerely,

John D Eadie (Lead inspector)