



# Kislingbury Primary School

## Inspection Report

**Unique Reference Number** 121980  
**LEA** Northamptonshire  
**Inspection number** 281146  
**Inspection dates** 29 November 2005 to 30 November 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>	High Street
<b>School category</b>	Voluntary controlled		Kislingbury
<b>Age range of pupils</b>	4 to 11		Northampton, Northamptonshire NN7 4AQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 831172
<b>Number on roll</b>	126	<b>Fax number</b>	01604 831172
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Joan Kirkbride
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Andrea Cruse

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 November 2005 - 30 November 2005	<b>Inspection number</b> 281146
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a small school in the village of Kislingbury just to the west of Northampton. Very few pupils are eligible for free school meals, reflecting the relative economic prosperity of the village. Most pupils are White British, with a small number from a range of other heritages. Almost all speak English as their home language and none are at an early stage of learning English. There is an average proportion of pupils with learning difficulties. A higher than average proportion of pupils does not complete the whole of their primary education at the school.

The school has had four headteachers since the previous inspection and the current post holder was appointed in April 2004. There has been a very high turnover of staff and significant changes to the governing body during the last two years.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspection evidence confirms the school's view that it provides a satisfactory quality of education and provides sound value for money. It has been through very unsettled times in recent years and improvement has been slow since the last inspection. These difficulties have been overcome due to the clear vision of the new headteacher and the hard work of staff and governors. The school is now improving steadily and is in a good position to continue this advance. Leadership and management are satisfactory as the good systems and procedures that have been put in place have not yet had time to have a full impact.

Provision in the Reception class is satisfactory and these children are making sound progress. Pupils make satisfactory progress through the school and reach average standards by the time they leave. However, standards in mathematics, whilst average, are not quite as good as those in English and science. The school has realised this and has put in place good strategies to deal with it. Pupils' learning is satisfactory because the quality of teaching is sound. The precision of target setting is reduced by shortcomings in assessment procedures. This affects the progress that pupils make. The school cares well for its pupils and their personal development is good. A particular strength is their behaviour, which is often exemplary.

### What the school should do to improve further

- Raise standards in mathematics by increasing pupils' speed of mental calculation and their ability to solve problems set out in words
- Make assessment more consistent and manageable through the school in order to set and track precise targets, and to give clear messages to pupils and parents about the next steps in learning.

## Achievement and standards

### Grade: 3

The school does not have informative records of trends in children's levels of skills and knowledge when they started in Reception. For the current Reception group, standards are broadly average and they are making satisfactory progress.

Standards in the national tests for 11-year-olds fell in 2004, but improved again in 2005, back to the broadly average levels attained in previous years. Standards in mathematics, although average, have not been as good as those in English and science in the last couple of years. This is because pupils do not calculate sufficiently quickly in their heads. They also find solving problems set out in words difficult. Suitable targets for attainment were set for the national tests in 2005 and these were narrowly missed. These pupils were affected considerably in the past by the staffing problems that the school experienced, though their progress from their starting points was satisfactory. Targets set for 2006 are more demanding and there is ample evidence to show that pupils are on course to meet them. School tracking systems show that progress from year to year is being improved.

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

### **Grade: 2**

Pupils in all classes enjoy school and show very positive attitudes to their work. Their behaviour in lessons and around the school is excellent. Attendance is good. The school takes effective steps to address the late arrival of a few pupils.

Pupils' overall spiritual, moral, social and cultural education is good; this is especially evident in the displays that reflect very good spiritual, personal and social development. Effective discussions about feelings and values develop pupils' self-esteem, their respect for each other and a sense of community awareness. The school promotes good understanding of a variety of faiths and cultures.

Pupils work and play in a safe and healthy environment and are beginning to adopt a healthy lifestyle. They enjoy good opportunities to take responsibility in classes and at play and lunchtimes. School council representatives ensure good communication of pupils' ideas and concerns. Pupils chosen to be play leaders take pride in fulfilling their roles responsibly. Year 6 'buddies' care very well for Reception children. Good attention to English and information and communication technology helps the pupils develop the skills they will need for life and work in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory and in some classes it is often good and occasionally outstanding. However, although teachers are good at assessing what pupils have learnt, the systems they use to record this information and set targets for pupils' future progress are fairly new and inconsistent across the school. The records are also unmanageable in many instances and do not show a clear picture of pupils' progress. This has resulted in teachers not always knowing exactly what pupils need to learn next. There is firm evidence to show that teaching has improved considerably in the last year and that it is still improving. This is the major factor in pupils' improving progress and achievement. Pupils say they enjoy their lessons as teachers make them interesting and stimulating. Teachers are good at planning lessons to meet the needs of the differing abilities of the pupils in their class, so avoiding pupils becoming bored with work that is too easy or struggling with work that is too difficult. Where lessons are less successful, this is because of slow pace and the teacher talking too much and not allowing pupils to be sufficiently involved.

### **Curriculum and other activities**

#### **Grade: 3**

There is a satisfactory curriculum in school, but it is good for Years 1 and 2 because of effective links between subjects.

The curriculum focuses well on raising standards in English and, more recently, mathematics as well as addressing a previous weakness in information and communication technology (ICT) effectively. Teachers ensure satisfactory breadth and balance and are developing good links between subjects to make learning more relevant and the development of skills more effective. The school gives satisfactory attention to health education, including sex and relationships education and drugs awareness.

Clear planning ensures that pupils in mixed-age classes do not repeat themes covered in the previous year. Occasional theme weeks, visitors and visits stimulate pupils' enthusiasm for learning.

The school offers a good variety of after-school activities, chosen by the pupils, where staff and volunteers develop pupils' skills and interests further. Although there are currently few sports clubs, the physical education curriculum is well planned and older pupils play against other schools in local tournaments.

## **Care, guidance and support**

### **Grade: 2**

Staff throughout the school offer good levels of care, guidance and support. Children feel secure and are happy to ask any member of staff for help. All health and safety and child protection requirements are met and staff are fully aware of procedures.

Under the new headteacher, the school has introduced good guidance in reading, writing and mathematics for all pupils, so that pupils generally know what they need to do to improve. However, these targets are not consistent between classes, being very much clearer in Years 1 and 2 than in other years. The records that teachers keep of pupils' levels of skills and knowledge also vary, both in quantity and quality, between classes. The school provides good support for children with learning difficulties. Teachers share specific plans and targets with these pupils and their parents to focus support for them.

## **Leadership and management**

### **Grade: 3**

The headteacher has taken a firm grip on the school to sort out past difficulties. She is being supported very well by the staff team and together they have given the school a fresh impetus for improvement and good direction. The focus has been on raising standards in English and mathematics and clear plans have been put in place to address this after rigorous monitoring of the effectiveness of what the school was doing.

The quality of leadership and management is satisfactory overall and improving as these actions have only just begun to have an impact. Standards of behaviour and personal development have been improved significantly, and these are a strength of the school. The pupils, through the school council and questionnaires, have been given a good role in moving the school forward. Parents too have been consulted, for example on changes to the school day, and some changes, such as the structure of classes for the youngest pupils, have resulted.

Governance is satisfactory. Many of the governors are new to their roles and they have been a good support to the headteacher in dealing with the problems. They are beginning to play their part in the monitoring of the effectiveness of the school and this is an area for continuing development for them. Finances and resources are carefully managed to ensure value for money. Past weaknesses led to some difficult relationships with parents. These have largely been repaired and a very large majority of parents is now supportive of the school. Although a few have concerns about levels of communication, inspection evidence is that parents receive good, timely written information. The school is aware of the need to develop more opportunities for parents to speak with the headteacher and staff more informally. The school has shown that it is good at evaluating its effectiveness and planning for improvements. It is now in a good position to move forward.

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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?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

The School Council Kislingbury CEVC Primary School High Street Kislingbury Northampton  
NN7 4AQ

1 December 2005

Dear Pupils

Thank you so much for welcoming us to your school. We really enjoyed looking at your work and talking to so many of you. We were impressed with the way you explained your involvement well in sharing ideas to improve your school. You are fortunate to be attending such a friendly and happy school.

There are a number of things that your school does well and we think that the following are the best

- You behave really well and work very keenly.
- Your teachers make lessons interesting so that you enjoy them. They also arrange a good number of visits and visitors that make learning fun.
- You get on really well together, with the buddies working well to encourage older and younger children to play together.
- All adults in the school take very good care of you and you are safe.
- There is a good range of after-school clubs, which many of you attend and enjoy.
- Your headteacher and staff have made sure that the school has improved a lot in the last year and they know how to improve it further.

There are a few things that we think your school should improve. They are already working on these

- Standards in mathematics have not been as good as those in English and science.
- Your teachers know what you have learnt, but do not always keep detailed records of your progress and the targets set for you to improve your work are not always as clear as they could be.

Yours sincerely

John D. Eadie Lead inspector