



# Kingsthorpe Village Primary School

Inspection Report

**Unique Reference Number** 133732  
**LEA** Northamptonshire  
**Inspection number** 282353  
**Inspection dates** 15 November 2005 to 16 November 2005  
**Reporting inspector** Paul Edwards RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Knights Lane
<b>School category</b>	Community		Kingsthorpe
<b>Age range of pupils</b>	4 to 11		Northampton NN2 6QL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 714223
<b>Number on roll</b>	246	<b>Fax number</b>	01604 792708
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Richard Moore
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr Stuart Gilbert

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 November 2005 - 16 November 2005	<b>Inspection number</b> 282353
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Following reorganisation in Northamptonshire, Kingsthorpe became a primary school in September 2004 having previously been a Church of England Voluntary Aided First School. It is average in size, although the number on roll is falling, and this has resulted in the need to reduce the number of staff. A small proportion of pupils are from minority ethnic groups and four are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties is average. The socio-economic circumstances of most parents are broadly average. There is no school meals service and all pupils bring a packed lunch. A major refurbishment and building project is to commence early next year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school is providing a satisfactory education for its pupils and this matches the school's judgement of its effectiveness. The school recognises the need to ensure all pupils are challenged sufficiently, particularly the more able, and to raise the quality of teaching throughout the school to match the good teaching observed in some year groups. It has also accepted the need to be more rigorous in monitoring the pupils' progress in the years between the national tests. Whilst standards are average at the end of both Year 2 and Year 6, progress is uneven due to ineffective use of assessment information in some classes. Provision for children in the Foundation Stage is satisfactory. Most attain the goals expected of them by the time they enter Year 1 and they make satisfactory progress. Their physical development is hampered due to the lack of an outside play area but this shortfall will be addressed with the building project.

The curriculum and the pupils' personal development are good with positive encouragement to adopt healthy lifestyles. Pupils' behaviour is good and they enjoy all aspects of school life. There are good relationships with parents and this helps to promote the pupils' learning. Due to the changing status there have been significant alterations to staffing beyond the control of the school. These changes have been managed well and the school is well placed to improve further. The school provides satisfactory value for money.

### What the school should do to improve further

- The senior management should adopt a more rigorous approach to assessing the progress made by pupils.
- Improve the quality of teaching and learning through more effective use of assessment information.

## Achievement and standards

### Grade: 3

Achievement in the Reception class is satisfactory overall. Children enter the school with levels of attainment that are below those usually seen. They make satisfactory progress so that by the time they enter Year 1 most attain the goals expected for their age although the lack of a safe outside play area restricts opportunities for physical development. Throughout the school pupils generally make satisfactory progress although they make good progress in Year 6. By the end of Year 2 the 2005 national tests show that standards are average. Standards were above average in English and science and average in mathematics in the 2005 tests at the end of Year 6. The current Year 6 pupils are on course to attain average standards. The school has been effective in ensuring pupils of all abilities make the progress expected of them in English and science, although it recognises it has been less effective in challenging a few of the more able pupils to achieve their potential in mathematics. A lack of challenge for these pupils and a lack of rigour in monitoring their progress results in some underachievement.

The early identification of their needs and the good support provided enable pupils with learning difficulties to make progress in line with their peers. The school makes effective use of assessment information to identify the progress these pupils make and to set new challenges. The small number of pupils who are learning English as an additional language are provided with adequate support, enabling them to make satisfactory progress. The school has identified that the girls have not performed as well as the boys in mathematics but has as yet been unable to identify the reason.

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

### **Grade: 2**

Pupils develop their personal qualities well and the school is a safe, happy and friendly community where pupils and adults all relate positively to one another. Behaviour in lessons and around the school is consistently good. Bullying is not a significant issue. On the rare occasions when it does occur it is dealt with speedily and effectively. Pupils of all ages cooperate well with one another in lessons. When appropriate, they are able to work well independently. The pupils enjoy their lessons and the wide range of activities that is provided for them. They value the school and are proud to be part of it. Attendance is slightly above average.

The school is at the centre of the community and strong links with the church and playgroup help to strengthen this position. Pupils' spiritual, moral, social and cultural development is good. Spiritual awareness is effectively enhanced through the positive attitudes, values, and example of all staff throughout the school. The pupils have a growing awareness of the main tenets of all major world faiths and cultures. Pupils understand and appreciate the behaviour rules and are keen to take responsibility in a number of ways including raising substantial sums of money for charities. Although there is no school council, the pupils feel that their views are canvassed and respected. Cultural development is well supported by good quality work in art and music. Pupils are well aware of the need for healthy eating and many reflect this in the contents of their own lunch boxes. They have their full entitlement to physical education and many take part in the good range of extracurricular sporting activities provided by the school. The pupils are developing a good range of numeracy and literacy skills which will help them in their future careers.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Pupils with learning difficulties and those who are learning English as an additional language are provided with support enabling them to make satisfactory progress. Teachers have secure subject knowledge and they explain tasks carefully, enabling the pupils to undertake their work with confidence and enthusiasm. Teachers are effective when questioning the pupils and provide them

with good opportunities to expand on their answers, effectively improving their speaking skills. Pupils respond very well to the teachers' high expectations of behaviour.

Teaching observed during the inspection was particularly good in Year 6. These teachers have high expectations of what the pupils can achieve and make good use of assessment information to plan work for the span of ability in the classes. Lessons are brisk and, as a result, the pupils make good progress. Elsewhere, assessment information is not always used as effectively as it should be. For example, in mathematics some of the more able pupils are given work that is too easy. Some numeracy lessons are too long for the younger pupils and, whilst progress is satisfactory, the goals could be attained quicker.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum satisfies pupils' needs well. The national literacy and numeracy strategies are fully in place. Many of the activities provided excite the pupils, add to the pleasure they take in their learning, and enhance the progress they are making. In a Year 6 English lesson, for example, the teacher hid an object in a box and teased the pupils about what it was until he had fully captivated their interest. Information and communication technology (ICT) is used successfully to support learning in other subjects. Pupils are effectively taught about healthy living and safe life styles through assemblies, science lessons and circle times. The use of small booster classes in the latter part of the year to help Year 6 pupils who have been identified as needing specific extra help is an example of action being taken to raise standards further. Pupils benefit from a wide range of enrichment activities. Extracurricular clubs include tag rugby and other seasonal sports, chess, choir, instrumental tuition and ICT. The school has good arrangements with a variety of external organisations to provide after school activities such as French and a 'Fit Factory'. A good number of visits and visitors further enhance the curriculum. Pupils in Years 5 and 6 benefit from residential visits which develop their social skills well.

## **Care, guidance and support**

### **Grade: 2**

Staff know the pupils well and the standard of care at the school is good. This supports the pupils' good personal development and ensures pupils' individual happiness. There are good procedures in place to support pupils who have concerns. These include a 'problem' box to help pupils who feel unable to approach an adult directly. There is a trained member of the support staff who has the designated role of looking after the specific needs of vulnerable pupils and others that the school has concerns about. Child protection arrangements are fully in place and overall arrangements for ensuring the health and welfare of the pupils are good. Successful procedures for monitoring and improving attendance include the analysis of absence patterns.

Pupils with learning difficulties have action plans that are effectively tailored to their needs. Other pupils have individual targets in literacy and numeracy and, where appropriate, in behaviour. Older pupils are clear about their personal targets in relation

to national tests. There are good links with outside agencies and organisations to support pupils' needs.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has correctly identified the school's strengths and weaknesses. The change from a church first to a community primary school and the significant reduction in the number of staff have been managed well and the governors have provided good support to enable a smooth transition. There are effective systems in place to ensure that the school continues to improve. Parents are consulted regularly and, whilst there is still some disquiet about mixed age classes, most have a high opinion of the school and support it well. Although there is no school council, pupils are asked for their views and these are taken seriously.

Effective use has been made of experienced teachers to work with the school's new Year 6 pupils. Regular monitoring of teaching and learning has helped to identify what needs to be improved. The school is beginning to make better use of its assessment information and there are good examples of where it is being used effectively to raise standards, for example, by the Year 6 teachers. However, the school recognises the need to be more rigorous in its use of assessment to monitor progress of individual groups and to identify any underachievement by pupils, particularly in the years between national tests. Governors fulfil their statutory duties satisfactorily. New governors have undergone training and they recognise the need to be more aware of what is taking place in the classroom.

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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	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	NA	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	2	NA
The attendance of learners	3	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	2	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>	2	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	3	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**

Kingsthorpe Village Primary School Knights Lane Knightsthorpe Northampton NN2 6OL

16 November 2005

Dear Pupils

Thank you all for your welcome when we visited the school and for talking to us and telling us all we needed to know.

We particularly liked:

your good behaviour and your enthusiasm for lessons and other activities

the good relationships you have with one another and with the staff

the interesting and wide range of activities that you all undertake

the way you are becoming aware of the importance of eating healthily and taking part in more exercise.

To make it even better, we have asked the school to:

make sure that all of you are doing work that is challenging, particularly those of you who find it a little easy

make better use of information from tests to keep a closer eye on how well you are doing.

I hope you continue to work hard and enjoy your time at school.

Yours sincerely

Paul Edwards Lead Inspector