



Kirton Lindsey Primary School

Inspection Report

Unique Reference Number 117739
Local Authority North Lincolnshire
Inspection number 290917
Inspection dates 7–8 March 2007
Reporting inspector Carole Cressey

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

Type of school	Primary	School address	Cornwall Street
School category	Community		Kirton Lindsey, Gainsborough
Age range of pupils	4–11		Lincolnshire, DN21 4EH
Gender of pupils	Mixed	Telephone number	01652 648792
Number on roll (school)	222	Fax number	01652 649420
Appropriate authority	The governing body	Chair	Mrs Barbara Spencer
		Headteacher	Miss Sandie Hall
Date of previous school inspection	1 June 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a small semi-rural market town. Most pupils come from White British backgrounds; a very small number are from minority ethnic backgrounds and have English as an additional language. There are a small number of children from Traveller families. The school has a higher than average level of mobility due to the new housing projects in the area and to the fact that there is an RAF camp situated in the town. The proportion of pupils who are entitled to free school meals is below average, as is the percentage with learning difficulties and/or disabilities. The attainment of children when they start school is typical for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Kirton Lindsey is a satisfactory school. The school has an accurate insight into its strengths and weaknesses and is aware what needs to be done to raise standards and achievement. However, the rate of improvement, although satisfactory, has been slowed down because of complex staffing issues, fluctuating numbers and a major rebuilding programme. As a result, initiatives to improve provision have not always been fully successful in improving the quality of the school's provision. Whilst a significant minority of parents have concern about the school, particularly behaviour and the effectiveness of the leadership and management, the majority have confidence in the school and are satisfied with the progress their children make and the care they receive. Leadership and management are satisfactory, but the effects of actions taken to raise standards are not monitored closely enough.

Children enter Reception with attainment that is typical for their ages and by the end of Year 6, standards are average in reading, mathematics and science. Standards in writing are below average because boys particularly do not achieve well enough.

Throughout the school, including the Foundation Stage, teaching, curriculum and care are satisfactory. The school supports those pupils with complex disabilities and difficulties well and as a result they make sound progress towards their targets. Relationships are good and lessons are often peppered with good humour and an interesting exchange of ideas. However, there is insufficient good teaching, especially in English, to ensure that all pupils are well-motivated, make good progress and achieve the highest standards they can. Marking and assessments of pupils' work are inconsistent and are not used well enough to plan work that is sufficiently challenging and matched to pupils' abilities, interests and aptitudes. Consequently, underachievement is not always spotted early enough and this results in the pupils concerned not achieving as well as they should, especially in writing.

The vast majority of pupils show positive attitudes, behave appropriately and attend school regularly and punctually. Pupils have a sound understanding of how they can stay healthy, keep themselves and others safe and become responsible and confident members of their community. They are satisfactorily prepared for life beyond school. The school is working well with a variety of organisations, including local schools, to improve its provision. It has made satisfactory improvements since the last inspection and has satisfactory capacity to improve further.

What the school should do to improve further

- Raise standards and improve pupils' achievement in English, especially writing.
- Ensure that initiatives to raise standards are quickly and consistently implemented across the school and their success evaluated.
- Use the assessment systems to set work at the right level so all lessons challenge and interest all pupils and motivate them to do their best.

Achievement and standards

Grade: 3

Standards are broadly average and achievement is satisfactory. When children start school in the Reception class, most are attaining the expected standards for their age. They make satisfactory progress and by the time they move into Year 1 the proportion of pupils who attain expected levels is similar to that seen nationally. Pupils continue to make satisfactory progress in Years 1 and 2 and reach average standards. Although the 2006 tests showed standards were significantly above average, assessments at the end of Year 2 are inconsistent and do not always reflect the standards pupils are reaching. School data indicates that standards are broadly average at the start of Year 3.

In the 2006 tests for Year 6, the school did not reach its targets but there were improvements in the achievement of pupils from the previous years. Standards were average for reading, mathematics and science and pupils' achievement was satisfactory. Results in writing were not as good. Standards were below average and too few pupils, particularly boys, reached the higher levels of which they were capable. Pupils with learning difficulties and/or disabilities receive effective support and make satisfactory progress towards their targets. The very few pupils with English as an additional language make satisfactory progress and reach similar standards to their peers. Pupils from Traveller families do not always achieve as well as they could because of gaps in their schooling. Pupils who enter school at times other than in the Reception class usually reach the standards expected for their ages.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils feel safe and are secure in the knowledge that adults in school are always ready to help them. Attendance is average and pupils say they enjoy school. Although behaviour is satisfactory, there is a significant minority of pupils whose restless behaviour sometimes interrupts the smooth flow of lessons. The 'play buddies' help to promote safe, enjoyable playtimes.

Pupils have a sound awareness of major faiths but are not so well informed about the diverse cultures in society. Pupils follow the 'golden rules' and clearly know right from wrong. Opportunities for collaborative work and play help to develop satisfactory social skills. An understanding of economic well-being is soundly supported through opportunities for decision-making; for example, through the pupil council and by taking responsibilities around school. These measures also ensure that pupils take an active role within the school community. Pupils know how to follow a healthy lifestyle and enjoy events such as the 'be healthy week'.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory with some good elements. In most lessons, pupils make satisfactory progress but too many lessons do not challenge pupils, particularly those who learn at a faster rate. Teachers are increasingly confident in the teaching of mathematics and science and subjects such as history and art. Many of these lessons use information and communication technology (ICT), drama, visits and visitors to engage learners. Lessons are thought-provoking and not only provide pupils with a body of knowledge but develop their thinking skills and promote their spiritual and cultural development. Pupils say they enjoy these lessons because they are interesting. Lessons in English are not always sufficiently well matched to pupils' attainment levels and often lack challenge for higher attainers. Where this occurs, boys in particular appear bored and are reluctant to take an active part in lessons. Assessment systems, including marking, are not used well enough to plan suitable work for pupils to ensure that they all make the progress of which they are capable.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall and is enriched by a suitable variety of visits, visitors and clubs. There is a clear emphasis on literacy and numeracy but literacy lessons are not sufficiently well planned to meet the different needs of pupils, particularly boys, to ensure they achieve as well as they can. Special teaching groups are arranged to support pupils who have learning difficulties and/or disabilities. In some cases, these provide good support but on occasions pupils miss parts of other lessons or topics. Pupils who are learning English as an additional language and the Traveller children have extra support from outside specialists and in class. Those who have special gifts or talents have opportunities to extend their learning through attending the summer school at the local college. Strategies for developing personal and social and health education are effective and this leads to a clear understanding of how to maintain healthy lifestyles.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Required child protection, safeguarding and risk assessment procedures are in place. Some parents expressed concern about first aid procedures. At the time of the inspection, the school had trained first aid personnel and effective procedures in place to record and treat minor incidents. Pupils who have learning difficulties and/or disabilities have sensitive and effective support and the staff go to good lengths to secure additional equipment or specialist help to meet individual needs. Effective partnerships with external agencies help to avoid problems that could affect the pupils' education. For example, experts in behaviour

management and emotional well-being help pupils to cope with their own feelings and anxieties. Newcomers are welcomed and helped to settle quickly.

The school's systems for tracking pupils' attainment are not yet rigorous enough to ensure that they make the progress of which they are capable. In some classes, pupils have useful advice to help them improve and know how well they are doing in relation to their targets. However, in other classes, the guidance is too general and pupils do not refer to it.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Along with a very supportive local authority and an increasingly well informed governing body, leadership has accurately identified what needs to be done to ensure that all pupils make better progress and achieve as well as they can. Test results, the curriculum and teaching have all been monitored and strengths and weaknesses identified accurately. Outside consultants, additional training for staff, partnerships with other schools and colleges and extra support for pupils have all helped to improve behaviour and improve achievement and progress especially in mathematics and science. Strategies to improve standards and achievement in English have not been as successful. This is because there are inconsistencies in the use of assessments and approaches to teaching and the curriculum. A strong partnership between parents, school and governors has been very effective in securing funding to create more spacious and bright surroundings. Leadership and management at all levels do not monitor and evaluate the success of strategies rigorously enough to ensure that standards improve further and all pupils achieve their best in a stimulating and challenging learning environment.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Kirton Lindsey Primary School

Cornwall Street

Kirton Lindsey

Gainsborough

Lincolnshire

DN21 4EH

11 March 2007

Dear Pupils

Thank you so much for being so friendly and helpful when we visited your school a short time ago. We enjoyed talking with you and your teachers.

We were pleased to see how you enjoy school, especially subjects such as science and history and how much you like your new classrooms. Most of you are working hard and reaching the standards your teachers expect of you, particularly in mathematics and science. We think that you could work even harder especially in English, so we have asked your teachers to give you work that challenges you and stops you being bored in lessons. We think the boys particularly could do better in writing.

When we looked at your work we thought you needed more help to understand how well you are doing and what you need to do to improve.

Most of you behave well in lessons and in the playground. You seem to know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and happy.

If you all work that bit harder you could learn a lot more, get even better results in your tests and help to make your school a really good one. So good luck!

We do hope you continue to enjoy school and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey

Lynne Read