

Kneesall CofE Primary School

Inspection report

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| Unique Reference Number | 122762 |
| Local Authority | NOTTINGHAMSHIRE LA |
| Inspection number | 314391 |
| Inspection dates | 7–8 April 2008 |
| Reporting inspector | Roger Fry |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 116 |
| Appropriate authority | The governing body |
| Chair | Mr M Roper |
| Headteacher | Mrs S Ilett-Coupe |
| Date of previous school inspection | 13 October 2003 |
| School address | School Lane Kneesall Newark Nottinghamshire NG22 0AB |
| Telephone number | 01623 861069 |
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|--------------------------|----------------|
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Kneesall Church of England Primary School is smaller than average. The school draws pupils from the villages of Kneesall, Kersall, Laxton, Ompton and surrounding area. The great majority of pupils are from White British backgrounds and all speak English. The proportion of pupils with learning difficulties and/or disabilities is below average. The proportion known to qualify for free school meals is well below average. A significant number of pupils join the school late in Key Stage 2 at different times of the year.

The school is an Investor in People, and has gained the Activemark, Silver Eco-Schools and Healthy School Gold awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kneesall Church of England Primary School provides a good education for its pupils. It has outstanding aspects in pupils' personal development, the care and support for them and in the way the curriculum is organised. There is strong teamwork amongst staff. The exceptional leadership skills of the headteacher, supported by all staff, have lifted the performance of the school again this year. The school's leaders set a clear direction for improvement based on thorough investigations into trends and patterns in pupils' academic and social progress. The school's self-evaluation process has correctly identified aspects of reading in Key Stage 1 and writing in Key Stage 2 as key areas for improvement.

Parents acknowledge how well their children are performing in all aspects of their work. Typical of their comments are, 'I am delighted with my child's progress,' and 'There is a real sense of family and the atmosphere is one of caring and nurturing.'

Pupils make good academic progress and achieve well. In Years 2 and 6, pupils are on course to reach above average standards this year because the good teaching meets their needs and pupils have excellent attitudes to work. In Key Stage 1, they are making good progress again, after a period when standards were lower, because the teaching is more effective.

The school believes strongly in developing the whole child and parents confirm that the school cares exceptionally well for their children. Pupils' personal development is excellent because the staff provide them with such a wide range of opportunities to develop a strong moral code and many other personal skills. Pupils know that the school is helping them to grow up successfully and they enjoy coming to school very much. The school and 'eco' councils encourage maturity of thought most successfully.

Pupils have an excellent understanding of the importance of exercise and a balanced diet because of the work they have done about healthy living. Enrichment of the curriculum is excellent and has a major impact on pupils' personal development. The range of visitors and visits brings lessons to life and pupils enjoy practical approaches to work. Adults give much positive verbal and written feedback to pupils and this approach gives them confidence. The school has, nevertheless, identified the need to increase the opportunities pupils have to work on their own to apply their knowledge to problems and be more self-reliant.

An exceptional aspect of the school's work is the very close links it has with three other schools, the group known as '4KANDO'. The schools share expertise, compare standards of work, observe lessons in each of the schools, prepare some policy documents together and run joint sports teams. This arrangement is extremely efficient and helpful to all the schools.

Effectiveness of the Foundation Stage

Grade: 2

Most children's abilities on entry to Reception are similar to those of children nationally. Children leave Reception with standards expected of five-year-olds nationally, and a significant minority exceeds them. Children achieve well because the teaching uses a wide variety of ways to help them learn new ideas. Children repeat letter sounds and names through purposeful games and learn from counting activities, which they enjoy. Their progress is good. Children are exceptionally helpful to one another and show enjoyment in what they do. Children grow quickly into new routines, such as working on their own and making decisions during some activities. The provision is well managed, hence, children feel safe and secure. The teaching makes good

use of the outdoor spaces, such as when children went on a 'bear-hunt', but there is no dedicated outdoor area for Foundation Stage children that they can use all day.

What the school should do to improve further

- Raise standards in English by improving pupils' comprehension skills in Key Stage 1 and their writing skills in Key Stage 2.
- Develop pupils' independent learning skills so that they are able to work without adult support for longer periods.

Achievement and standards

Grade: 2

Pupils, including those who need extra support with their learning, make good progress between entering the school and leaving in Year 6. In Year 2, pupils are on course to reach above average standards in reading, writing and mathematics. They are making good progress again after a period of two years when standards were average. Standards in English at both key stages, which are slightly lower than in mathematics, are rightly a focus of the school's attention. The school has identified reading comprehension in Key Stage 1 and writing in more complex sentences in Key Stage 2 as key areas for development.

Standards in Year 6 have been and continue to be above average. This year pupils in Year 6 are making good progress. They are on course to reach their above average targets in English and mathematics, which are challenging for the group. Standards in science this year continue to keep pace with other subjects. Boys and girls achieve similarly overall and the most able make good progress. A significant proportion of pupils join the school in Year 6, and they make good progress from their starting points.

Personal development and well-being

Grade: 1

Pupil's spiritual, moral, social and cultural development are outstanding. The school's positive culture is very strong and teaches pupils right from wrong and a host of other important skills. Behaviour is excellent because so many pupils are self-motivated. Pupils enjoy coming to school very much because they find lessons interesting and know that the knowledge they gain is important for their future. Attendance is above average. Pupils have an excellent understanding of the importance of exercise and a balanced diet. They enjoy physical activity and the nutritious lunches. Pupils are very proud of the 'Healthy School Gold' and 'Activemark' awards that the school holds. They feel safe and are well prepared to cope with risks, such as in water and on the roads. Pupils make an excellent contribution to school and the community, taking on responsibilities in the school and 'eco' councils with much enthusiasm. As a result, together with their good basic skills in English and mathematics, they are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers make lessons interesting, such as in science in Years 3 and 4, where pupils found out which environment woodlice liked best. Pupils enjoy this practical approach very much because they like trying out their own ideas and working with a partner. A whole school goal is to

increase the opportunities pupils have to work in this way so that they find it easier to apply their knowledge in new situations with less adult support. Adults give positive verbal feedback to pupils, share targets with them at the start of lessons and revise them at the end. Teachers ensure that pupils are engaged in learning at all times by asking questions and responding positively to pupils' answers. Classrooms are lively and stimulating and interactive whiteboards are used well in lessons to engage and interest pupils. Teachers are skilled at assessing and tracking pupils' progress, and pupils have helpful individual targets to reach.

Curriculum and other activities

Grade: 1

The curriculum develops pupils' knowledge and skills in literacy, numeracy, science and information and communication technology (ICT) effectively and builds very well on their prior knowledge. The curriculum for religious education is interesting and informative. The school exceeds the requirements of the National Curriculum in many ways. Enrichment of the curriculum is excellent and has a major impact on pupils' personal development. The range of visitors and visits brings lessons to life, such as the trip for Years 5 and 6 to Perlethorpe. Pupils gained a much wider knowledge of sustainable energy sources by building and testing their own wind turbines. The wide range of after school clubs, supported by parents and other organisations, with an emphasis on good health and fair play, is a strong feature of the school. The school provides well for pupils' emotional well-being through the positive emphasis on personal, social and health education. The curriculum meets the needs of those who need extra support with their learning, and the more able, well.

Care, guidance and support

Grade: 1

Teachers work closely with teaching assistants to provide well for pupils who need extra support so that they are able to make the progress of which they are capable in all facets of school life. Pupils feel safe and show that they are very happy in school. They grow in confidence and self-esteem because of the excellent relationships between all. Pupils enjoy the many rewards that the school offers. The school has comprehensive and thorough systems for monitoring academic progress. Individual work targets for each pupil, and some more general aspirational targets, help them to achieve well. Teachers mark pupils' work thoroughly, with supportive comments, points for development, and rewards. The sample of arrangements for safeguarding pupils scrutinised shows that the school meets requirements.

Leadership and management

Grade: 2

The headteacher and governors keep a close watch on teaching and learning and give useful feedback to teachers to help them improve. These checks contribute significantly to the good level of consistency in what the school offers. Staff work together closely as a team so that expertise is shared effectively across the school and changes happen reliably in all years. Governors take a close interest in what happens in school and ask the leadership what it is doing and why. The checks that governors make on the school's work are thorough and worthwhile.

Staff are adept at evaluating the school's work and have a wide range of expertise. This is a school that knows itself very well. The school has identified areas of relative weakness and is working to improve the teaching of English and to encourage activities in lessons that require pupils to work more independently. Based on the past performance of change for the better, the school has a good capacity to improve further.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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

9 April 2008

Dear Pupils

Inspection of Kneesall C of E Primary School, Kneesall, NG22 0AB

It was good to meet so many of you and to listen to your views. Special thanks go to those of you I met in the staff room. This letter is to give you a flavour of what is in my full report. Here are some of the positive features of your school.

- You make a good start to your schooling in Reception.
- You make good progress with your work in Years 1 to 6 and leave the school with above average standards in English, mathematics and science.
- The headteacher, teachers and all the staff organise the school well for your benefit, such as the visit to the Tutankhamen exhibition in London coming soon.
- You enjoy school very much because teachers and other adults care for you so well and help you to learn.
- You have an excellent knowledge of how to keep healthy.
- You work hard, behave extremely well and find the excellent curriculum very interesting.
- The school and 'eco' councils are working really well and you have a lot of good ideas for improving the environment.

Your teachers have noticed that there are two areas that could be better, and I agree.

- In Key Stage 1, you need to work hard on understanding what you read, and in Key Stage 2, you need to use more complex sentences as often as you can and use a wider vocabulary in your work.
- As you grow older, your teachers are going to let you work with less adult support for longer periods.

I hope that you will all keep on working hard and enjoying school.

Yours sincerely

Roger Fry

Lead inspector