

Cambridge Education
Demeter House
Station Road
Cambridge
CB1 2RS

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01223 578500
Direct F 01223 578501
risp.inspections@camb-ed.com



20 May 2008

The Headteacher
Kidgate Primary School
Kidgate
Louth
Lincolnshire
LN11 9BX

Dear Mrs North

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you, your staff, pupils, the local authority (LA) and the chair of governors gave when I inspected your school on 14 May, 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website.

As a result of the inspection on 13-14 September 2007, the school was asked to:

- improve the rate of progress for all pupils by ensuring a consistent level of challenge from all teachers
- evaluate the school's performance rigorously, to enable leadership at all levels to apply effective and consistent practices that will enable the school to improve
- ensure that all pupils have targets which they know and understand, and which help them in their learning.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in improving the pupils' achievement.

Children's attainment on entry is broadly similar to children nationally but has been below national expectations in two of the last three years in their understanding of number calculation and their recognition of letters and their sounds. The school's information about pupils' progress this year indicates that they will reach broadly average standards in English and mathematics in Year 6. A greater proportion of pupils in most years is on track to meet their targets and national expectations. This pattern is not universal and ensuring pupils' improved progress in all years is a priority. Nevertheless, pupils are making better progress because teaching has improved.

Teachers follow a common lesson approach, where lessons are introduced with clear targets for learning and end with a review of what pupils have learned. There has been a satisfactory improvement in the level of challenge in lessons. The teaching in most lessons inspected planned the match of small group work to pupils' abilities effectively and pupils made good progress. All pupils, including the more able, for example, made good progress with adding connecting words to their sentences in Year 5. In a small proportion of lessons seen, all pupils had the same work to complete and the match of work to pupils' abilities was not a consideration in the planning. The school has identified this issue and it is a priority for further development.

There has been good progress with the rigorous evaluation of the school's work. The headteacher has gained the respect and trust of staff and her understanding of the issues that face the school is accurate. Strong leadership and purposeful delegation of responsibilities from the headteacher has helped the senior leadership team and subject leaders to become more effective in bringing about change. Subject leadership roles are clearer and pupils' academic targets are based on reliable information. Each pair of subject leaders for English, mathematics and science has carried out a thorough analysis of the school's needs and they know what the school needs to do to improve further. The employment of specialist teaching in music and physical education helps make teaching in these subjects consistent and successful.

There is greater consistency of practice. Each classroom has 'working walls' for English, mathematics and science, where important lesson information and pupils' work are displayed, helping pupils learn faster. In science lessons, pupils carry out investigations in an agreed and well-conceived format. The scientific language to be introduced in different years is carefully planned. These helpful school-wide methods are leading to better science teaching and, consequently, learning. Policies in many areas of the school's work have been agreed and behaviour management and rewards are more consistent. Pupils' behaviour is generally good because it is well managed.

Pupils understand why they have targets and find them useful. They say they are reminders of what they need to learn next or remember to do, such as when punctuating their writing. Pupils have suitable targets for English and mathematics and their own personal targets. They particularly value their personal targets. All pupils asked knew them and many could remember their subject targets. An area for development, identified by the school, is for the targets in English and mathematics to be written for individual pupils rather than groups. In this way, pupils find targets easier to memorise and benefit more from having them, because they address their particular individual needs. There has been satisfactory progress with this area for improvement.

The staff report that they have been well supported by the visiting specialists provided by the LA over the last year. The advice received about the teaching of aspects of English and numeracy has been good.

The LA statement of action meets requirements. The statement contains targets for pupils' performances that in some subjects are far too high and need adjusting so that they are realistic and achievable.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Deemed signed in absence in signature

Roger Fry

Additional Inspector