

Kirmington Church of England Primary School

Inspection report

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| Unique Reference Number | 118014 |
| Local Authority | North Lincolnshire |
| Inspection number | 326740 |
| Inspection dates | 1–2 July 2009 |
| Reporting inspector | Mrs Gillian Salter-Smith |

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 34 |
| Appropriate authority | The governing body |
| Chair | Mrs Janey Deans |
| Headteacher | Mrs Elizabeth Lockwood |
| Date of previous school inspection | 4 April 2006 |
| School address | Kirmington Ulceby DN39 6YP |
| Telephone number | 01652 688451 |
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| Inspection date(s) | 1–2 July 2009 |
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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited six lessons, and held meetings with governors, staff, the chair of governors, groups of pupils, parents and a representative of the local authority. The inspector observed the school's work, and looked at the school documents including the school self-evaluation form, the school development plan, the tracking of pupils' progress, some key policy documents and 18 questionnaires returned by parents.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- learning, progress and achievement in writing, particularly in Key Stage 2
- the effectiveness of tracking of pupils' progress in identifying and supporting underachievement
- pupils understanding of different cultures and religions both in the United Kingdom and globally
- the effectiveness of leadership in driving through development and change
- achievement and provision in Early Years Foundation Stage.

Information about the school

This is a very small school. Almost all pupils are from White British backgrounds. The proportion of pupils eligible for a free school meal is above average. The proportion of pupils with learning and/or disabilities is well above average. A high proportion of pupils joins or leaves the school at times other than the usual starting point in Nursery. Early Years Foundation Stage provision consists of unit for a Nursery and Reception children. Staffing difficulties caused by long term staff absence affect Key Stage 2 in particular. The school has gained the Activemark award.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Kirmington C of E provides a satisfactory education and has some good features. Parents are very supportive of the school and they appreciate the good level of care and support provided for their children. Strong Christian values underpin the work of the school and staff work well together to maintain a positive family atmosphere that ensures that pupils feel very happy, safe and secure in school. Pupils are enthusiastic learners and their behaviour is exemplary both in lessons and around the school. Levels of attendance are good. Pupils enjoy coming to school and they gain a great deal from participating in a wide range of extra-curricular activities. Pupils talked with great enthusiasm about the many physical and sporting activities they enjoy, such as the Wake 'n' Shake exercise sessions and the recent dance festival. They can describe a balanced diet in detail and are aware of how important it is to be happy in school, and with your friends and family. They show sensitivity towards one another's feelings and many older pupils enjoy taking care of younger pupils, especially at playtimes. Pupils' spiritual, moral, social development is good. Their cultural development is satisfactory. Pupils learn about people from other cultures across the world but do not have enough opportunity to find out about and communicate with people from cultures and backgrounds other than their own both within the United Kingdom and beyond.

Pupils' achievement is satisfactory. Teaching, learning and progress are satisfactory overall. Learning and progress are good in Key Stage 1 and more rapid than in Key Stage 2. Progress and attainment are weaker in writing than in mathematics and science, especially for the older pupils. Leadership, including governance, has a secure understanding of the school's strengths and priorities for improvement. Although work has started on improving key priorities, disruption to staffing has slowed down the rate of improvement in some key areas such as the use of assessment and targets to drive up standards, and the development of opportunities for pupils to practise and improve their writing in different subjects. Pupils appreciate the guidance they receive from teachers when their work is marked, but they do not get enough opportunity to respond to teachers' comments and make improvements to their work. Since the last inspection the quality and effectiveness of provision in the Early Years Foundation Stage and the use of information and communication technology (ICT) to support learning and teaching have been improved considerably. Although systems to assess and track pupils' progress and set targets have been developed, the school is aware that these are still not used consistently effectively.

What does the school need to do to improve further?

- Raise standards further in writing especially in Key Stage 2 by:
 - using assessment information more effectively to identify what gaps in learning need to be filled
 - using targets more precisely to ensure that all pupils are closely focused on what they need to do to improve
 - providing further opportunities for pupils to practise and improve their writing through subjects across the curriculum
 - ensuring that pupils have the opportunity to respond to teachers' guidance in the marking and make improvements to their work.
- Improve pupils' awareness of the diversity of multi-cultural Britain by providing more opportunities for pupils to find out about and communicate with people from cultures and backgrounds other than their own to reflect the diversity of cultures within the UK and globally.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

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Most pupils enjoy learning and settle down to tasks quickly. Relationships between pupils and staff are very good and pupils feel confident to ask questions about their work. In Key Stage 1, pupils are very purposeful and they are happy to work independently. Following a visit to the nearby church, pupils enjoyed writing about the digital photographs they had taken. Key Stage 2 pupils are eager to learn. They co-operate well together and they enjoyed working in small groups discussing a challenging scientific task that involved sorting a variety of leaves by their different features.

The school's data on pupils' progress and work in pupils' books shows that learning and progress are satisfactory overall, and are more rapid in Key Stage 1 than in Key Stage 2. Attainment in the current Years 6 is broadly average and is stronger in mathematics and science than in English, in particular writing. This is a similar picture to the national test results for 2008. Results in national tests fluctuate from year to year because of the very small number of pupils who take the tests each year. Achievement overall is satisfactory in relation to pupils' individual starting points, although some individuals achieve well and reach above average standards. Overall, pupils with learning difficulties and/or disabilities achieve similarly to other pupils. Those with a very high level of difficulty or disability make very good progress in their personal and academic development. They are included in all activities and make rapid progress in developing personal confidence.

Pupils make a good contribution to the school and the wider community. The school council is active in making improvements to the school, such the playground. Pupils enjoy raising funds for a wide variety of charities and through these activities become aware of people less fortunate than themselves both in this country and

globally. Pupils enjoy the many activities they are involved in within the local and church communities, such as the harvest festival and school productions to which to local community are invited.

Pupils' good ICT skills, their secure basic literacy and numeracy skills and their very good social skills prepare them well for the future.

These are the grades for pupils' outcomes

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| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with learning difficulties and/or disabilities and their progress | 3 |
| How well do pupils achieve and enjoy their learning? | 3 |
| To what extent do pupils feel safe? | 1 |
| How well do pupils behave? | 1 |
| To what extent do pupils adopt healthy lifestyles? | 1 |
| To what extent do pupils contribute to the school and wider community? | 2 |
| Pupils' attendance ¹ | 2 |
| How well do pupils develop workplace and other skills that will contribute to their future economic well-being? | 2 |
| What is the extent of pupils' spiritual, moral, social and cultural development? | 2 |

How effective is the provision?

Lessons are planned in detail and in most lessons tasks are varied and capture pupils' interest. Information and communication technology is used well to support learning. Occasionally, pupils listen to the teacher for long periods and it is a long time before they become active learners. Learning tasks are well matched to the different year groups in each class but assessment information is not always used to ensure tasks and targets match individual pupils' needs.

The curriculum has improved since the previous inspection so that much of the learning is developed around a theme and more use is made of local resources, such as the local aerodrome, to help stimulate learning. Pupils talked about how much they enjoyed writing about the life of Henry VIII. Many exciting extra-curricular opportunities are well supported by pupils and include a school production and many musical activities.

Staff know every pupil very well indeed. The positive relationships and supportive ethos ensure that pupils are well cared for and are supportive of pupils' good personal development. Transition between classes is arranged carefully to meet individual pupils' needs. The school makes good use of local agencies to ensure that the needs of pupils with learning difficulties and/or disabilities are met.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

These are the grades for the quality of provision

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| The quality of teaching | 3 |
| The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Leaders and governors work well as a team to ensure that staff share the common purpose of caring and supporting for pupils and improving standards. Since the last inspection, the headteacher has had more time to carry out a strategic role and gain an overview of the school's performance. The school sets realistic targets for pupils' academic progress. Progress towards these targets is monitored. However, systems to ensure that gaps in knowledge are filled and that targets for individuals are adjusted to closely meet their needs are not yet consistently effective and are stronger in Key Stage 1 than in Key Stage 2.

The school is aware of the progress of every child. Pupils are well known by staff and this ensures that each and every pupil is well supported in their personal development and satisfactorily supported in their academic development. Support for pupils with learning difficulties and/or disabilities is well targeted to their needs.

The school has very positive relationships with parents. They are kept well informed of their children's progress and what their children are being taught. There are opportunities for parents to work with staff on how to support their children's learning. An active parent group is highly supportive of the school. Parents' views are consulted before some decisions are made.

The school gives appropriate priority to safeguarding and pupils' welfare. Arrangements for safeguarding pupils are in line with government requirements. Staff have received suitable training. Risk assessment is carried out for on-site activities and visits.

The school's policy for community cohesion sets out its awareness of how it needs to develop community cohesion within school, the locality, nationally and globally. Good attention is given to promoting cohesion with groups within the immediate locality and there is a strong sense of cohesion within the school. Although much is done to raise awareness of the wider diverse community through the curriculum and fundraising for various charities, the school is aware of the need to provide more opportunities to develop pupils' understanding of a diverse society.

These are the grades for leadership and management

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| The effectiveness of leadership and management in communicating ambition and driving improvement | 3 |
| The effectiveness with which the school promotes equality of opportunity and | 3 |

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| tackles discrimination | |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

A small number of children enter Nursery each year and their levels of development vary a great deal. All children respond well to the good levels of care and support they receive and make good progress, especially in their personal development. By the time they leave Reception, most children reach at least levels of development expected for their age with some reaching higher levels in communication, language and literacy and mathematical development. Children very much enjoy the stimulating activities provided in the Early Years Foundation Stage Unit. Learning and play are well planned so that there is a good balance of activities directed by adults and those that children can choose for themselves. Staff know the children very well. Frequent observation of children's progress results in tasks and support that are well focused on individual needs. Staff are highly experienced and take every opportunity to develop children's learning through well considered questioning and talk that develops children's thinking. Children are confident learners and enjoy sharing equipment, reading books or using and playing with equipment such as computers independently and imaginatively. The outdoor area is used well to play and learn. Good use is made of the wider school grounds as was evident during the Teddy Bears' picnic held under the shade of a large tree. However, the outdoor area immediately accessible to children is limited in size and restricts pupils' independent development of physical skills. Monitoring of progress and provision is rigorous and results in well targeted provision and clear priorities for improvement.

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |
| Overall effectiveness of the Early Years Foundation Stage | 2 |

Views of parents and carers

The good proportion of parents who responded to the questionnaire is overwhelmingly supportive of the school. Parents particularly appreciate the 'family atmosphere' and the care and support their children receive. They feel they get plenty of information about how their children are doing in school. They find staff are approachable and as one parent wrote, 'They always have time for you.' Parents appreciate the wide range of extra activities that is provided for their children to enjoy out of school hours. Some parents are highly appreciative of the support for pupils with learning difficulties and/or disabilities. A small number of parents expressed concern about the effect of disruption to staffing in Key Stage 2 on their children's progress. The inspector understands parents' concerns and agrees that there is an impact on the progress that pupils make.

Ofsted invited all the registered parents and carers of pupils registered at Kirmington C of E Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 18 completed questionnaires. In total, there are 35 parents and carers registered at the school.

| | Always | Most of the time | Occasionally | Never |
|---------------------------------------------------------------|--------|------------------|--------------|-------|
| Overall, I am happy with my child's experience at this school | 17 | 1 | | |

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate. |

Common terminology used by inspectors

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| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Achievement: | the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |



3 July 2009

Dear Pupils

Inspection of Kirmington Church of England Primary School, North
Lincolnshire, DN39 6YP

Many thanks to you all for the welcome you gave me when I visited your school. I enjoyed talking to many of you and seeing you at work in your classes.

I am able to report that the school provides you with a satisfactory education and your school does some things very well. You are a credit to your school. Your behaviour is exemplary and you really do know how to keep yourselves healthy and safe. You enjoy being in school and it was good to hear how much you enjoyed the many different extra activities that are provide for you in sport, music and other pursuits. You are making satisfactory overall progress in your academic work. You make better progress in Key Stage 1 than in Key Stage 2. This is mainly because Key Stage 2 pupils have been taught by a number of different teachers recently and it has been difficult to ensure consistency in how the school's systems for assessment and target setting should work.

We have asked the school to do a number of things to help you to improve further.

- To help you to improve your writing, especially in Key Stage 2, by:
 - setting you more precise targets for improvement
 - providing more opportunities for you to practice and improve writing skills in many different subjects
 - encouraging you to make improvements to your work when teachers make suggestions as to how to improve.
- To help you to find out about and communicate with people from cultures and backgrounds other than your own.

You can help by continuing to enjoy learning and by trying hard to improve your work when teachers suggest ways to improve.

Yours faithfully

Gillian Salter-Smith
Lead inspector

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