

Louth Kidgate Primary School

Inspection report

Unique Reference Number	120459
Local Authority	Lincolnshire
Inspection number	327287
Inspection dates	5–6 November 2008
Reporting inspector	Pat Walsh HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	408
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	59
Appropriate authority	The governing body
Chair	Mr Simon Rigg
Headteacher	Mrs Deborah North
Date of previous school inspection	13 September 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kidgate Louth Lincolnshire LN11 9BX
Telephone number	01507 603636
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

This is a larger than average sized school with Early Years Foundation Stage (EYFS) provision for children in the Reception classes. Pupils come from the town of Louth and some of the adjacent villages. The school provides extended support through a newly established breakfast club. The proportion of pupils from minority ethnic backgrounds is low, and the number of pupils eligible for free school meals is small. The percentage of pupils with learning difficulties and/or disabilities is broadly average. The school has Healthy Schools status and has gained the Artsmark Silver Award and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires significant improvement.

This is a satisfactory and improving school. There is a fresh sense of purpose and urgency running throughout the school. Changes introduced after the last inspection are providing staff with a sense of optimism and strengthening morale. Leadership and management are satisfactory. The headteacher, working closely with her deputy, has made a significant difference to the school by raising the staff's expectations of what pupils can achieve. Parents recognise the recent improvements. One comment echoed the views of many: 'The changes the headteacher has brought to the school have been swift, genuine and robust and we hope this will continue.' The restructured leadership team is working well and staff are accepting additional management responsibilities willingly. Subject leaders are now taking responsibility for raising standards and analysing the data from the improved tracking system to help them plan for improvement. The changes taking place demonstrate the leadership's clear focus on improving standards and, despite showing only early signs of having a beneficial impact, they provide good evidence of the school's satisfactory capacity to improve.

The standards achieved by Year 6 pupils are broadly average and the most recent results indicate further improvement. Pupils in all year groups make satisfactory progress. Pupils with specific learning needs are supported well and they make satisfactory progress. There are good relationships across the school which are helping teachers rise to the challenge of improving the satisfactory quality of teaching and learning. The school recognises that marking and individual target setting do not always help pupils to know what the next steps in learning are to improve their achievement.

Pupils' personal development and well-being are good and a strength of the school. Pupils behave well and have good attitudes towards learning. They show a good awareness of issues related to healthy lifestyles and enjoy their involvement in sports activities. They are well cared for and know that adults are keen to offer help and support.

The curriculum is satisfactory, but because insufficient links are made between subjects, its effectiveness is reduced. Consequently, some lessons do not have an adequate level of interest and challenge for pupils. Furthermore, information and communication technology (ICT) is not planned and taught regularly in all classes.

Pupils' sound contributions to the school and the local community, along with satisfactory literacy and numeracy skills, help to ensure that they are adequately prepared for the next stage of their education and the world of work.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the Reception classes make good progress, because teaching and the curriculum are well matched to their needs. They start school with a wide range of skills and abilities. However, recent data shows that the children's recognition of letters and their sounds and their understanding of number calculation and problem solving is below that which would be expected for their age. Within this safe and nurturing environment, children settle quickly, enabling staff to focus on supporting their learning and promoting their personal development. Leadership and management of the Foundation Stage are good. Assessment procedures,

although not yet fully developed, are becoming more accurate and the staff know the children well. Curriculum planning is effective and ensures that tasks are interesting and challenging. As a consequence, children show high levels of enjoyment, independence and positive attitudes to their learning. Relationships are strong, routines are well established and the children work well with each other and with adults.

What the school should do to improve further

- Develop key skills across the curriculum, including ICT, and plan for links between subjects so that all pupils are more involved in and excited about their learning.
- Improve academic guidance and ensure that all groups of pupils know how to develop their learning through a consistent approach to target setting and marking.

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.

Achievement and standards

Grade: 3

Pupils enter the school with skills which are broadly average. Their achievement is satisfactory overall. They make a positive start in the Reception year and their progress is good. Pupils make satisfactory progress as they move through the school. Recent improvements have led to more even rates of progress. However, pupils' achievement remains satisfactory because teaching, although improved is not yet consistently good in all classes. The school swiftly identifies pupils who need extra support and this ensures that all groups of learners make at least satisfactory progress, including those pupils with learning difficulties. Standards are average in all core subjects in both key stages. The impact of the recently introduced measures is seen in the improved science results for higher attaining pupils and an overall upward trend in attainment. However, the school recognises there is more work to be done and is addressing the need to improve further pupils' writing in Key Stage 1 and mathematics in Key Stage 2. There are early indications that their actions are beginning to raise achievement in these areas.

Personal development and well-being

Grade: 2

Pupils enjoy school and attendance has improved. It is now good. The majority of pupils are motivated to learn, and pay good attention in lessons. Behaviour in class and in the playground is good. Pupils say that they feel safe. The older pupils do a good job in their role as peer mediators, solving disputes and creating harmony. Pupils have a good understanding of healthy lifestyles and the need for good food and exercise. Their spiritual, moral, social and cultural development is good and there are increasing opportunities for pupils to deepen their knowledge and understanding of the wider global community through a link with a village in Tanzania. Pupils play an active role in the community, for example, singing with the local male voice choir. They enjoy taking responsibility, helping at the breakfast club and contributing their ideas to the school council.

Quality of provision

Teaching and learning

Grade: 3

The school has worked hard to improve the quality of teaching and learning since the last inspection and has been largely successful, in that it is now generally satisfactory, with elements of good and occasional outstanding practice. Lessons are carefully planned. In particular, teachers plan numeracy well and consequently meet the needs of different groups of pupils effectively. Planning for literacy is not as well developed, and too often pupils of different abilities do the same work. Teachers manage the pupils well and, as a result, classrooms are calm and active places to learn. The pace of teaching varies across classes and year groups. In good lessons teachers use a variety of strategies to keep pupils interested, though some teachers talk for too long at the beginning of lessons. Pupils' interest is thus reduced and the pace of learning slows. Teachers' marking of pupils' work is inconsistent and there are too few opportunities for pupils to assess their own work. Teaching assistants provide valuable support for pupils during active parts of lessons and those pupils with learning difficulties and/or disabilities are particularly well provided for. There are, however, occasions when teaching assistants are not sufficiently involved when teachers are talking to the whole class.

Curriculum and other activities

Grade: 3

The curriculum is rightly focused on literacy and numeracy, in order to raise standards and improve achievement in these key areas of learning. The curriculum is planned adequately but does not make sufficient links between different subjects. As a result, opportunities are missed to make learning exciting for the pupils and this hampers their progress. There are, however, examples where this is working well, for instance in Y4 where pupils studied India recently and one pupil commented, 'I loved learning all about India in loads of different lessons.' The school has invested a great deal of its resources in ICT equipment, and the pupils who are using the hardware on a regular basis are showing signs of improvement. However, too many pupils have limited access to this area of the curriculum, and are making slow progress in developing the skills that will improve their learning across a range of subjects. In some classes, there is effective and creative use of ICT. For example, Y6 pupils successfully made an animated film. A wide range of well attended extra-curricular activities adds to the pupils' experience of school. Visits and visitors also help to motivate pupils who express enthusiasm for these activities.

Care, guidance and support

Grade: 3

The school provides a caring environment in which pupils learn and thrive. All staff are committed to promoting a healthy, safe and positive environment, which is welcoming and secure. The school's procedures for safeguarding learners meet current government requirements. Staff have recently undertaken child protection training and the systems are robust. The school undertakes risk assessments for visits and outings. There are good links with parents, who are positive about the school. The school works closely with outside agencies to support vulnerable pupils and their families. The satisfactory academic guidance that pupils receive is at an early stage of development. A target setting system is now in place and the children's targets have been shared with parents. However, this has yet to have an impact on standards because pupils

are not familiar with the targets that have been set. Furthermore, there is inconsistency in how teachers use the targets to help pupils improve in lessons.

Leadership and management

Grade: 3

Leadership and management have improved rapidly under the strong direction of the headteacher. She is supported well by an able leadership team and, together, they have developed a good understanding of how well the school is performing and about what needs to happen next. This clear vision has enabled staff to implement initiatives that are starting to show signs of success. The school has responded well to addressing the issues from the last inspection through focused action planning. However, it is not complacent in recognising that there is still some way to go to increase the proportion of good teaching and to enable all pupils to achieve their potential. Leadership and management remain satisfactory because although there is an evident trend of improvement, standards and achievement have not yet been raised enough. Subject leaders are systematically checking the pupils' progress in the core subjects and plan to monitor teaching and learning. Governors have a good understanding of what still needs to be done and are taking a more active role in monitoring the quality of provision. The school is contributing to sound community cohesion through better links with parents. The school now provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 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

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

7 November 2008

Dear Children

Inspection of Louth Kidgate Primary School, Kidgate LN11 9BX

Thank you for making us welcome when we visited your school. We really enjoyed looking around and meeting you, your teachers and teaching assistants and seeing what you achieve in school. We found talking to you very interesting and these discussions helped us to come to decisions about how good your school is. We were particularly impressed by your wonderful singing. It was good to see how polite and well mannered you are and that most of you concentrate well in lessons. You told us that you feel safe and happy in school and we were delighted to see that the peer mediators are doing such a good job in making the playground a peaceful place. You know a lot about staying fit and healthy and it was good to see how many after school clubs you enjoy.

All the staff work hard to help you learn as much as you can and the school is providing you with a satisfactory education. I have asked your headteacher, the teachers and the governors to make sure that the work you get in all classes is interesting and joins the subjects together. I know many of you really enjoyed the recent topic on India. The new computers will help you to learn in other subjects, so the teachers will make sure you get more opportunity to use them. I have also asked them to help you improve through better marking of your work and by making sure you understand your targets. I am sure you will help by continuing to behave well and always doing your best. I wish you well for the future.

Yours faithfully

Pat Walsh

Her Majesty's Inspector