

Kislingbury Primary School

Inspection report

Unique Reference Number	121980
Local Authority	Northamptonshire
Inspection number	327613
Inspection date	3 March 2009
Reporting inspector	Sarah Conway

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	115
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	0
Appropriate authority	The governing body
Chair	Jennifer York
Headteacher	Janet Northing
Date of previous school inspection	29 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Kislingbury Northampton NN7 4AQ
Telephone number	01604 831172
Fax number	01604 831172

Age group	4–11
Inspection date	3 March 2009
Inspection number	327613

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kislingbury Primary School is a small village school. Most pupils are White British and a small number are from minority ethnic backgrounds. The school has an average proportion of pupils with learning difficulties and/or disabilities. Most of these pupils have moderate learning difficulties. The headteacher was appointed in April 2007.

There is a privately managed after-school club on the school site. This was inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Over recent years, standards have remained broadly average. This has masked some unevenness in the progress made by pupils, particularly in Key Stage 2. The headteacher has introduced more rigorous monitoring systems to track pupils' progress across the school. As a result, assessment information is now being used to identify where improvements are needed.

Pupils' personal development and attendance are good. Pupils work well together in a harmonious and secure atmosphere. They enjoy school and value their teachers. The school gives a high priority to ensuring that care, guidance and support for pupils are good. Adults provide good role models and are clear about what they expect. As a result, pupils feel safe and behave well. Parents are supportive of the school and appreciate the improvements brought about by the actions of the headteacher.

Currently, children join Reception with skills and understanding which are above those expected for their age. Effective steps have been taken by the headteacher to address former weaknesses in provision in the Early Years Foundation Stage so that children now make satisfactory progress and start Key Stage 1 with above average standards. Pupils at the end of Key Stage 1 last year attained average standards making satisfactory progress from lower starting points. Weakness in provision caused by a number of staff changes has resulted in a slowing of progress in Years 4 and 5. This is because pupils are not helped enough in this class to build on what they have learnt before. Good teaching in Year 6 is compensating for this so that pupils' progress accelerates. As a result, pupils are on track to attain broadly average standards, in line with previous years' results. The regular checks now made on pupils' progress have led to targeted support for those with learning difficulties and/or disabilities so that they make satisfactory progress. Pupils are well prepared for the next stage in their education and future life because of the good development of their social and team working skills as well as good standards attained in information and communication technology (ICT).

There are some strengths in teaching and the curriculum but they are not sufficiently widespread to ensure all pupils make good progress. For example, there is not enough challenge offered to more able pupils, so fewer than expected attain the higher levels at the end of Key Stage 2. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of how to keep healthy and acknowledge the importance of taking regular exercise. Pupils know their academic targets but they are not always aware of what they need to do to improve their learning.

The school has a secure view of its strengths and weaknesses because of sound leadership and management. The headteacher is committed to maximising the potential of all pupils so that they attain high standards in their education. However, curriculum leaders are not sufficiently involved in using monitoring and assessment information to raise standards. Governors are supportive and are taking steps to improve their skills so that they are better placed to hold the school to account. The recent improvements to the Early Years Foundation Stage and in tracking pupils' progress demonstrate that the school has satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The skills and abilities of children entering Reception vary from year to year. In previous years, these have been broadly in line with those expected for their age. In the last two years, children have started in Reception with skills and knowledge above expectations. The school has recently focused on improving provision in Reception so that it is now satisfactory. A range of activities are well planned to engage children in their learning and contribute to satisfactory progress. Adults prioritise getting to know children and their parents before children start school and are increasingly involving parents in their children's learning. For example, parents are invited to join a weekly book reading session. As a result, children settle quickly and there is a happy atmosphere in the classroom. Despite recent improvements to the outdoor area, its size limits opportunities for children's physical and creative development. The newly appointed leader of the Early Years Foundation Stage is beginning to use assessment information to ensure the curriculum is adapted to meet the needs of individual children.

What the school should do to improve further

- Improve the quality of teaching and learning in Years 4 and 5 by ensuring that pupils are helped to build on what they have previously learnt.
- Ensure that work is appropriately challenging for more able pupils so that they achieve as highly as they can.
- Involve subject leaders in monitoring and the use of assessment information so that they each have responsibility for raising standards.

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' overall achievement is satisfactory and standards are average by the time pupils leave Year 6. Pupils joined Year 1 last September with above average standards, having made satisfactory progress in Reception from starting points that were higher than expected for their age. Pupils at the end of Key Stage 1 in 2008 started Year 1 with standards slightly below average, especially in personal and social development. This small cohort made satisfactory progress so that standards reached by the end of Year 2 in 2008 were broadly average.

The average standards attained by those leaving Key Stage 2 in 2008 reflected the average standards they attained in Key Stage 1. Too few pupils gained the higher levels, particularly in mathematics. Due to a number of unexpected staffing changes, pupils in Years 4 and 5 made insufficient progress. As a result, the standards reached by most pupils currently in Years 5 and 6 have suffered. Robust action taken by the headteacher in introducing regular monitoring and tracking of pupils' progress, combined with the good teaching in Year 6, has ensured that pupils have caught up. Pupils are now on track to attain broadly average standards in English and mathematics and above average standards in science. Most pupils in Year 4 make satisfactory progress but those in Year 5 have yet to make up the ground lost. The achievement of pupils with learning difficulties and/or disabilities and other groups is satisfactory.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good overall, especially in the responsible way they act to keep themselves and others safe. For example, older pupils act as 'buddies' to younger ones and monitor behaviour at break times when it can be a bit boisterous. Pupils have a good understanding of other faiths and gain some experience of the diversity of other cultures through the curriculum and assemblies. The school has rightly identified that pupils need to have more direct experience of other cultures. Pupils are courteous and proud to belong to their school, as shown by their good levels of attendance. They know who to go to if they are worried about anything. Pupils' behaviour in lessons is generally good, only losing concentration when teaching is less engaging. They have a good knowledge of how to live a healthy lifestyle. The role of the school council is well developed and it contributes to improvements in the school such as the introduction of a screen to provide privacy for girls and boys when they change for sport. Pupils participate in a number of fund raising activities and contribute to local events. For example, the school council has recently attended a local Parish Council meeting. Pupils are well prepared for the future because of their good ICT skills, satisfactory literacy and numeracy skills, and well-developed ability to work in teams.

Quality of provision

Teaching and learning

Grade: 3

Relationships between teachers and pupils are good. Teachers make good use of questioning and modelling to clarify pupils' understanding and to hold their attention. Learning is most successful when pupils are engaged in real-life activities such as writing newspaper articles or using their knowledge of space and area to plan a town centre. It is less effective in those lessons where pupils are asked to repeat tasks they can already do or when they are expected to listen to the teacher for too long which causes their attention to wander. Teaching assistants work in close partnership with teachers and provide effective support for individuals and small groups with learning difficulties and/or disabilities so that they make progress in line with other pupils. Teachers' regular assessments are not used well enough in Years 4 and 5 to ensure that pupils build on what they have previously learnt and so make at least expected progress towards their end-of-year targets.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced. Older pupils enjoy their French lessons. Teachers plan effective programmes to meet the needs of mixed-age classes and pupils with learning difficulties and/or disabilities. However, there is insufficient provision for gifted and talented pupils and teachers do not always plan activities which offer sufficient challenge to the more able. The school has recently introduced a phonics programme across the school which is contributing to improvements in spelling. Pupils appreciate the increased number of computers available to them. They have frequent opportunities to use ICT in lessons, and this is contributing to improving their skills. The personal, social and health programme plays an important part in helping pupils understand the need to live healthy lives. Pupils enjoy the different sports and other clubs available to them after school.

Care, guidance and support

Grade: 2

The very good care and support given to pupils is a major strength of the school. All staff give a high priority to making pupils feel welcome and secure. The school's good partnership with both parents and outside agencies effectively supports the well-being of pupils so that they have positive attitudes to learning. The school has robust procedures for ensuring good levels of attendance. Good systems and procedures are in place to meet statutory requirements for safeguarding pupils. Pupils have individual learning targets but not all pupils know how to improve their learning. Marking is regular and is often detailed and helpful but, in some subjects, it does not provide enough guidance on how to improve.

Leadership and management

Grade: 3

The headteacher provides a clear lead on the need to raise standards. She also gives a high priority to securing the good level of care and support that is evident throughout the school. School evaluation has accurately identified areas requiring improvement. The introduction of regular monitoring and tracking of challenging targets for pupils' progress in English, mathematics and science is beginning to identify where improvements are needed in provision. Clarification is required of the roles of school leaders so that they all share responsibility for raising standards. Not all are sufficiently involved in monitoring progress in their subjects.

The school is a harmonious community and the headteacher has worked hard to develop links with the local community. The school recognises that pupils have not been helped to develop sufficient appreciation of the diversity of cultures in the United Kingdom and beyond. There have been several changes to the membership of the governing body and there is now a full complement of governors. Governors have revised their responsibilities so that there is a link governor for each area of the curriculum which enables them to play a fuller role in school self-evaluation. They are developing their skills so that they can provide a greater level of challenge to help drive up standards.

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
---	----------------

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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	2

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	3
How well equality of opportunity is promoted and discrimination eliminated	3
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	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

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

Dear Pupils

Inspection of Kislingbury Primary School, Northampton, NN7 4AQ

We very much enjoyed meeting you during our recent visit to your school. You told us how proud you were to belong to Kislingbury. You appreciate the efforts teachers make to ensure you know what to do in lessons. We were very impressed by the responsible attitudes you showed in lessons and towards each other.

We found that your school is improving and provides a satisfactory standard of education. Here are some other things we found.

- Your headteacher leads the school well and, together with all the staff, takes good care of you.
- Reception provides a satisfactory start to school.
- You reach average standards but not enough of you get the higher levels in the tests that you take at the end of Key Stage 2.
- You make satisfactory progress overall but in some years your progress is too slow.
- Teaching and the curriculum are satisfactory but those of you who find work easy are sometimes not given enough challenge.
- You have a good understanding of how to lead a healthy life.
- Your behaviour and attendance are good.
- School leaders know what the school needs to do to improve.

We have asked the school to do three things to make the school an even better place to learn.

- Help those of you in the Year 4 and 5 class to build on what you learn.
- Make sure there is enough challenge in lessons for those of you who find learning easy.
- Make sure everyone with leadership responsibilities helps the school to raise the standards you reach.

You can help your teachers by remembering your learning targets and working hard to achieve them.

Best wishes for the future.

Yours faithfully

Sarah Conway

Lead inspector