

Kirton Lindsey Primary School

Inspection report

Unique Reference Number	117739
Local Authority	North Lincolnshire
Inspection number	339067
Inspection dates	1–2 February 2010
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Mrs Kay O'Brian
Headteacher	Mrs Collette Randall
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons and observed all classes. They spent approximately 50% of the inspection time looking at learning across the school. The team analysed pupils' work, especially in writing and mathematics, and held meetings with governors, staff, the School Improvement Partner, pupils and parents. They observed the school's work, including assembly and play times and looked at pupils' work and records from the current and previous academic years. School documents including the school improvement plan and pupils' safeguarding procedures and records were evaluated. National data on pupils' attainment, progress and attendance was also analysed. Inspectors analysed 65 questionnaires returned by parents, along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils, especially the more-able pupils
- how effectively assessment is used to promote learning
- how accurate are monitoring and evaluation and how effectively monitoring findings are used to support school improvement.

Information about the school

This school is situated in a semi-rural market town which includes an RAF base. An average proportion of pupils are entitled to a free school meal. Most pupils are of White British heritage and few pupils are from families where English is believed not to be the home language. The proportion of pupils with special educational needs and/or disabilities is similar to that in most schools. Early Years Foundation Stage education is provided in a Reception class, which children can join full-time from the beginning of the school year following their fourth birthday. Child care held before and after school is available and this provision was inspected separately. There have been considerable changes in leadership over the last year or so. The deputy headteacher was appointed in October 2008 and the headteacher took up post in May 2009.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school which is improving well. Relationships are good and pupils enjoy their time in this happy school. Pupils behave well and concentrate in lessons. They feel very safe and act with due regard for the safety of others. Although an average proportion of pupils attained the nationally expected Level 4 in English and mathematics in the Year 6, 2009 national tests, too few pupils attained the higher Level 5. Pupils of average and lower ability, and those with special educational needs and/or disabilities, securely make satisfactory progress. However, some more-able pupils in Key Stage 1 and in Key Stage 2 do not achieve their full potential because they sometimes have insufficient additional support and challenge and are given too few opportunities for independent research and investigation.

The recently appointed headteacher has begun to tackle the school's weaknesses with energy and passion. Many parents, governors and pupils point to a range of recent improvements and staff very much welcome the clear direction and strong guidance provided by the headteacher and senior leadership team. One member of staff reflected the views of many when she said that the headteacher 'has brought a breath of fresh air' to the school. Self-evaluation is accurate and monitoring is used well to direct and assure improvement. Consequently, staff share a clear understanding of how well the school is doing and what needs to be improved. This, together with recent improvements, shows the school has a satisfactory capacity for sustained improvement. Teachers are beginning to use assessment information more effectively in lessons, but this is not fully consistent in all classes. For example, marking and oral feedback to pupils does not consistently provide them with sufficient guidance to improve their work. Although staff have begun to provide pupils with useful checklists that help them see how to assess and improve their work, these are not fully used during lessons and this slows pupils' progress. A recently introduced system to track the progress of each pupil, followed up with regular meetings between senior leaders and individual teachers, enables a close eye to be kept on the quality of learning of each individual pupil. Carefully tailored extra help is provided to those at risk of falling behind, which is already accelerating pupils' progress. Recent training for teaching assistants has enabled them to have an important effect on the progress of pupils who are given extra support. However, teaching assistants are less effectively deployed in whole-class lessons.

What does the school need to do to improve further?

- Improve the proportion of pupils attaining higher levels in English and mathematics, by:

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- providing extra support for more-able pupils
- ensuring that more-able pupils are given work that they find challenging
- providing more opportunities for independent investigation and research.
- Improve the quality of teaching, learning and assessment, by:
 - sharing with pupils a small number of success criteria for a piece of work and helping them to see which of these they are meeting and where further improvement is needed
 - ensuring greater consistency and focus in the use of oral and written feedback to pupils
 - improving the deployment, effectiveness and impact on pupils' learning of teaching assistants during whole-class lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

■ **Outcomes for individuals and groups of pupils**

3

Inspection evidence and school evaluations indicate that currently pupils' achievement and their quality and enjoyment of learning are satisfactory in most lessons and good in some. Children enter Reception with knowledge and skills typical of those found nationally. When they leave Year 2, pupils' attainment is average in reading, writing and mathematics. However, too few Year 2 pupils attain the higher levels in teacher assessments and the progress of these more-able pupils is less good than that of others. Many pupils throughout the school are confident and articulate and show speaking and listening skills above those typically found nationally. The achievement of pupils with special educational needs and/or disabilities is satisfactory. Although attainment by the end of Year 6 declined last year, recent school assessments and pupils' work indicate that standards are rising and rates of progress are improving as new initiatives begin to bear fruit.

Pupils relate to each other well, have a clear understanding of what is right and wrong, behave well and concentrate in class. They are polite and sociable around school. Pupils take on some responsibility within the school and links with the local community are much improved recently. They have a sound understanding of healthy lifestyles and the need for a healthy diet and regular exercise. Pupils are pleased to participate in the growing range of school and extra-curricular sporting activities. They have a reasonable knowledge of other ways of life in modern Britain but their understanding is constrained by a lack of first-hand experience of other cultures and faiths. Pupils' satisfactory basic skills, attendance and punctuality, provide them with satisfactory preparation for the next stage of education and the world of work beyond.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Although teaching quality varies throughout the school, practice is becoming more consistent because recently improved staff guidance and monitoring and evaluation are beginning to have an effect. Behaviour is consistently managed well. Teachers and pupils use interactive whiteboards well to add impact and clarity to whole-class teaching. Good quality, daily teaching of letters and sounds, frequent guided reading and the support of many parents at home, are helping to improve pupils' progress in reading. Teaching assistants are not used to best advantage during whole-class lessons. However, they are beginning to have an important impact in accelerating the progress of those pupils who are falling behind by providing carefully tailored additional sessions. The use of assessment is improving but is not yet fully effective.

The school's curriculum appropriately focuses on basic skills and pupils make sound progress in their reading, writing and mathematics. It is suitably modified to meet the learning needs of those with special educational needs and/or disabilities and for lower and middle-ability pupils, but sometimes lacks challenge for the more-able. In some classes, too much time is spent on whole-class teaching and too little on independent or group work and this slows the pace of learning. Too few opportunities are provided for independent research and investigation. The range of curriculum opportunities, including visits, visitors and residential visits has increased recently.

Pastoral care is satisfactory and the school is improving its procedures for monitoring

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

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the well-being of pupils. Guidance for lower-ability pupils and those with special educational needs and/or disabilities is satisfactory. There are sound arrangements for ensuring good attendance, eliminating bullying and ensuring good behaviour. As a result, these aspects are improving. The school is establishing good links with the secondary schools, for example, through a sports partnership, resulting in a growing range of sporting opportunities.

These are the grades for the quality of provision

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

How effective are leadership and management?

On appointment, the headteacher quickly introduced an effective means of tracking the progress of individual pupils. This system is being used widely by teachers and senior managers and is an important reason why pupils' progress is improving. Effective monitoring and evaluation systems have been introduced and any weaknesses or inconsistencies that come to light, in teaching or in learning, are followed up with appropriate action. This is contributing well to improvements in the quality of teaching and in the pace of learning.

The whole-school community feels fully involved in moving the school forward and ensuring that all pupils do their best. The role of subject leaders has recently been strengthened and they are beginning to take responsibility for pupils' attainment and progress in their subjects. Parents, staff and pupils are consulted on aspects of school improvement and their views are being acted upon to influence initiatives and actions. The governing body is supportive and its work in challenging the school to improve and monitoring its effectiveness is satisfactory. Equal opportunities are soundly promoted and discrimination is not accepted. For example, the school has identified that more-able pupils are sometimes not doing as well as they might and the school has a plan to improve provision for these pupils. Parents recognise that communication with them is much improved and they appreciate the weekly newsletters, and the recently introduced curricular information which is provided to help them better support their children's learning. The school has recently undertaken an audit of the way in which it contributes to community cohesion, the provision for which is currently satisfactory. Leaders are aware of the need to improve pupils' understanding of other cultures, both in Britain and abroad. Safeguarding procedures are satisfactory and meet current requirements although the recording of some aspects of pupils' personal development and well-being is not fully comprehensive.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children make satisfactory progress as they move through Reception and most attain expected skills by the time they enter Year 1. Good procedures to ensure that children are well cared for have been introduced recently. As a result, they quickly settle, feel safe and enjoy school. The school has introduced successful strategies to improve communication with parents, which is now judged to be good. As a result, most parents feel welcome and involved with their children's learning.

Exciting learning opportunities are sometimes provided, for example, when a paleontologist visited the class. Leadership and management are good because the headteacher and new Early Years Foundation Stage leader have introduced measures to improve provision and to drive up standards, some of which are already starting to show success. For example, assessment arrangements have improved and adults are able to check more accurately on how well children are doing. This is enabling those children who are falling behind to be appropriately supported and for more-able children to receive the necessary challenge. Although the Early Years Foundation Stage area is to undergo substantial development, there are currently shortcomings in the opportunities for the development of children's learning, language and imagination, both indoors and out.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are mainly positive about the way their children are educated and cared for in school. Only a small number of negative responses were received. The only discernible pattern in parents' oral and written responses was that some parents were rightly concerned that more-able pupils are not fully extended. A significant proportion of parents pointed to much greater satisfaction with the school since the appointment of the current headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirton Lindsey Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	51	28	43	4	6	0	0
The school keeps my child safe	28	43	37	57	0	0	0	0
The school informs me about my child's progress	21	32	38	58	6	9	0	0
My child is making enough progress at this school	12	18	47	72	6	9	0	0
The teaching is good at this school	15	23	41	63	4	6	0	0
The school helps me to support my child's learning	14	22	37	57	9	14	0	0
The school helps my child to have a healthy lifestyle	16	25	41	63	6	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	25	38	58	4	6	0	0
The school meets my child's particular needs	13	20	43	66	5	8	0	0
The school deals effectively with unacceptable behaviour	14	22	40	62	8	12	1	2
The school takes account of my suggestions and concerns	15	23	39	60	8	12	0	0
The school is led and managed effectively	24	37	35	54	2	3	0	0
Overall, I am happy with my child's experience at this school	21	32	40	62	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2010

Dear Pupils

Inspection of Kirton Lindsey Primary School, Gainsborough, DN21 4EH

Thank you for making us so welcome when we came to inspect your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. We enjoyed watching you learn and talking with you in lessons and around school.

Your school is properly run and is improving, and you make satisfactory progress. Staff look after you and we are pleased you enjoy lessons. You clearly like the improved range of clubs and visits provided and appreciate the visitors that teachers invite into school. It is good to see that most of you attend regularly and arrive on time. You know how to act safely and think about the safety of others. Your preparation for life at your next school and for life beyond, is satisfactory. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning difficult make sound progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, the staff and the governors want to improve, because they want your school to get better. We agree with them that there are two important things that need to be done:

- firstly, help those of you who find learning easier than most to achieve the highest standards you can, by making sure that your work is challenging and by giving you extra support
- secondly to help teachers and teaching assistants to do their work even better.

I send you our very best wishes for the future.

Yours sincerely,

Mr Roger Sadler on behalf of the inspection team

Lead Inspector

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