

# Kirton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120415
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339685
<b>Inspection dates</b>	19–20 November 2009
<b>Reporting inspector</b>	Clive Lewis

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Smith
<b>Headteacher</b>	Nicky Donley
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Station Road Kirton Boston
<b>Telephone number</b>	01205 722236
<b>Fax number</b>	01205 722108
<b>Email address</b>	enquiries@kirton-boston.lincs.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data and analysed questionnaires from 84 parents, 100 pupils and 15 staff.

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

- the effectiveness of the Early Years Foundation Stage, particularly children's typical attainment on entry
- the quality of teaching across the school
- the accuracy and rigour of the school's assessment and tracking systems
- the opportunities for pupils to understand what life is like in different communities around the country and the world.

## Information about the school

This is a larger-than-average school serving a semi-rural village near to Boston. The proportion of pupils receiving free school meals is lower than average. Most pupils come from White British backgrounds, and the proportion from minority ethnic groups and those with English as an additional language, although rising rapidly, is below average. The proportion of pupils with statements of special educational needs is above average although the proportion with special educational needs and/or disabilities is below average overall. Pupil mobility is very high: around 40 children join the school each year outside normal joining times and only 3% of the last Year 6 cohort had joined the school in Reception. The school has gained the Healthy Schools Award and the Silver Eco-Award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Kirton Primary is a good school which has improved since the last inspection. It continues to do so under the strong leadership of the headteacher who provides a clear sense of purpose and direction, closely linked to school improvement. Her effective leadership has ensured that teaching and learning have improved and clear priorities have been set for further improvement. Parents are supportive of the school. They like the positive family atmosphere and one parent wrote, 'Kirton is a warm, kind, caring environment; I chose this school very carefully and am delighted with the care and education my son receives.'

Pupils achieve well. The youngest children enter the school with overall levels of attainment below that typically found. Standards in the latest national tests were below average at Year 2 but in line with the national average by Year 6. Children get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is good and as a result, children have a good range of opportunities to develop their independent learning skills. Although mobility of pupils is very high, throughout the school all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching is good overall as a result. However, in a small minority of lessons the quality of teaching lacks pace and expectations are not high enough for all pupils. Parents say their children enjoy coming to school and pupils agree enthusiastically. Pupils have well-developed personal skills. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit within the school's ethos. This is reflected in pupils' good behaviour and, in turn, has a very positive effect on the good progress pupils make in lessons. In the majority of lessons, they work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. Pupils have a wide range of responsibilities in the school and, through the work of the school council, which meets weekly, they make a good contribution to the school community. Pupils' spiritual, moral, social and cultural development is good. Their good social skills and satisfactory standards equip them well for the future.

The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the good range of after-school activities and clubs, including physical activities. Pastoral care and safeguarding of pupils is good. Although school data has, until recently, been unreliable, pupils' progress is now tracked carefully and their attainment assessed accurately. As the database grows, this will allow improved identification of

**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

pupils needing further support and the school should be in a better position to monitor the progress of individual pupils or groups at each stage as they move through the school. Marking is up to date, supportive and gives pupils useful guidance on how well they have done and what they need to do next. The school has a good understanding of how well it is doing and what needs to be done next, and due to this good self-evaluation, it has a good capacity to maintain and sustain improvement.

**What does the school need to do to improve further?**

- Use the school's more robust and accurate tracking and assessment data to better identify pupils' individual learning needs and make amendments to the curriculum in order to accelerate pupils' progress even further.
  - Improve the quality and consistency of teaching across the school to the level of the best by further developing the range of teaching styles and activities in order to increase pupils' concentration, motivation and application in all lessons.

**Outcomes for individuals and groups of pupils****2**

The very high mobility of pupils has an increasing impact on the school in Years 3 to 6, making comparisons between key stages insecure. The school's internal data on pupils demonstrates, however, that most pupils make good progress in their time in the school. Standards of teaching in lessons and work in books seen during the inspection confirm this good progress has been maintained. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. Pupils say they enjoy coming to school and one pupil, a recent arrival, said, 'This is the best school, ever!' However, this is not fully reflected in their levels of attendance, which remain in line with national averages despite the school's rigorous systems to encourage punctuality and full attendance. Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. As one pupil said, 'The staff protect us.' Their good behaviour makes a strong contribution to the good progress they make in most lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Pupils' average standards and their good social skills prepare them well for the future. Spiritual, moral and social development is good. However, the school recognises it could do more to develop pupils' understanding of life in cultures outside their village community.

*These are the grades for pupils' outcomes*

**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

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

### How effective is the provision?

Good teaching was observed across the school, with some exemplary practice for the youngest and oldest pupils. Outstanding teaching created a real buzz of excitement as Nursery children were introduced to a 'present' with objects inside which corresponded to the activities for the day; Year 6 pupils enthusiastically calculated the percentage discounts as they went 'shopping' for the best value Christmas presents. Teachers generally have strong subject knowledge which enthuses and challenges pupils and contributes to their good progress. Most lessons are well planned with clear learning objectives that are routinely shared with pupils. Good use is made of resources, including new technology to motivate pupils and enhance their learning. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. However, in a small minority of lessons learning and progress is held back because teachers do not always plan work adequately for the range of abilities in the class or build on pupils' prior knowledge. Until recently, assessment data across the school was inaccurate and insecure. A new whole-school assessment and tracking system is now providing the school with secure data on pupils' progress as they move through the school. As the volume of secure data grows, it is beginning to allow

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

**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

leaders and teachers to see the 'big picture' and to make a detailed and accurate analysis of groups' or individual's progress and to amend the curriculum to better meet the needs of all groups of pupils. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success and staff are beginning to link subjects to make learning more meaningful. The curriculum is enriched with a good range of visits and visitors and a wealth of extra-curricular activities which are much enjoyed by the pupils. Collaboration with other schools further enriches the curriculum. Links with extended services, for example, the health visitor, the school nurse, police and the educational welfare officer support the development of the wider curriculum very well. The school's good and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, with the able support of the senior leadership team, provides strong leadership, firmly focused on securing improvement. Since she joined the school, she has secured clear improvements in the quality of teaching and learning and in teachers' lesson planning, tackled underachievement in mathematics and improved the security and rigour of the school's assessment and tracking systems. Good use is made of a range of rigorous monitoring activities. Staff are strongly motivated and have a clear sense of direction including a strong commitment to improving provision even further. Teamwork is promoted strongly and is reflected in the school's well-focused improvement plan. The governors have a satisfactory overview of the school's work and future priorities, and fulfil their roles effectively. The school has a positive relationship with parents and regularly asks for their views and acts on the responses. This effective liaison with parents and carers and the school's good links with external partners contribute well to improvements in pupils' achievement, well-being and development. Equality of opportunity is promoted well and where there have been minor variations in achievement, for example, between boys and girls, the school has been pro-active in modifying the curriculum to narrow the gap. The school has good safeguarding procedures which meet recommended good practice across all areas of its work and are in line with government requirements. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a

**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

satisfactory contribution to community cohesion. Although it has strong and developing links with local schools and organisations, it realises there is a need to develop further the wider national and global dimensions.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision for the youngest children is good and they make good progress as a result. Children enter the Nursery class with skills that are below those typically found. They clearly enjoy school and, after being there part-time for only a few weeks, they have settled into the routines well and play happily together and individually. Children undertake a variety of whole class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things and take responsibility for organising their own activities. They know who to go to for help or support. There are good relationships with parents and carers, initially through home-visits and, once children start school, through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. Provision for the outdoor curriculum is good: the secure outdoor area is resourced with a good range of free-choice and adult-led activities which effectively extend all six areas of learning. This allows children to explore things with purpose and challenge and encourages the development of their independent learning skills. Leadership is good. Adults have a good knowledge of the learning, development



**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

and welfare requirements and guidance for the Early Years Foundation Stage. Assessment has improved recently and there are now more accurate systems in place for the assessment of children's levels of attainment on entry and the long-term assessment and tracking of their progress. Staff monitor and record children's progress on a day-to-day basis effectively and observations and achievements are recorded in individual 'Pupil Profiles'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 of the Early Years Foundation Stage	2

**Views of parents and carers**

Approximately one fifth of parents and carers returned the questionnaires. Most of the parents who did respond have very positive views and are entirely satisfied with the school. However, a few parents felt that the school could do more to inform them about their child's progress and that it could do more to prepare their child for the future. A small proportion expressed concerns about the leadership of the school. The inspection team investigated these issues and does not feel these views are justified.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirton 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	46	44	52	0	0	1	1
The school keeps my child safe	42	50	37	44	4	5	0	0
The school informs me about my child's progress	25	30	48	57	10	12	1	1
My child is making enough progress at this school	28	33	48	57	7	8	0	0
The teaching is good at this school	31	37	45	54	4	5	0	0
The school helps me to support my child's learning	26	31	47	56	6	7	0	0
The school helps my child to have a healthy lifestyle	26	31	52	62	3	4	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)	20	24	44	52	9	11	0	0
The school meets my child's particular needs	23	27	51	61	8	10	0	0
The school deals effectively with unacceptable behaviour	27	32	40	48	9	11	1	1
The school takes account of my suggestions and concerns	19	23	44	52	14	17	1	1
The school is led and managed effectively	26	31	38	45	17	20	0	0
Overall, I am happy with my child's experience at this school	31	37	42	50	2	2	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 November 2009

Dear Pupils

Inspection of Kirton Primary School, Boston, PE20 1HY

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit. We enjoyed watching lessons and talking to some of you. You attend a very happy and friendly school. It is like that because your headteacher and staff are leading the school well. They care for you well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good. You work hard and try to succeed in all that you do. Well done!

We have asked your school to do two things to make it even better:

- use the school's records of how well you are doing to make sure that those of you who need more help with your work, as well as those of you who enjoy more challenging work, always receive the appropriate work in order to help you to make the best progress possible
- make sure all lessons are as interesting as possible so that you enjoy learning and are able to concentrate well, work hard and make good progress in all lessons.

I wish you well in your future education.

Yours sincerely

Clive Lewis

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**