

NORTH LINCOLNSHIRE COUNCIL

**ADULT AND CHILDREN'S SERVICES
CABINET MEMBER**

OFSTED INSPECTIONS OF LOCAL AUTHORITY SCHOOLS

1 OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following school: Kirmington CofE Primary
- 1.2 The school was inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the report is available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 There is no background information attached to this report.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Kirmington CofE Primary** was inspected 7-8 February 2012.

This is a good school (previously satisfactory).

- This school has improved well since its last inspection.
- Pupils' achievement is good. Pupils make good overall progress in reading, writing and mathematics across the school in relation to their starting points in the Early Years Foundation Stage.
- Teaching is good as teachers match tasks to different ages and levels of ability.
- Pupils and parents and carers justifiably say there is no bullying and that behaviour and safety are outstanding.
- Leadership and management are good.

Key issues for improvement

Raise achievement in mathematics by ensuring that:

- teachers have consistently high expectations for learning
- feedback in lessons and marking always shows pupils how to improve their work
- pupils have more opportunities to use and apply mathematics in other subjects.

Strengthen the role of middle leaders by ensuring that they:

- regularly check pupils' work within their subjects to determine if expectations are high enough and how consistently pupils are guided to improve their work
- analyse whole school data more rigorously to show the trends in progress over time in their subjects across the school
- use this information to agree further priorities for improvement.

Achievement of pupils

- Pupils throughout the school achieve well with no significant differences in the achievement of different groups.
- Disabled pupils and those who have special educational needs make equally good progress because tasks are carefully matched to their learning needs.
- On entry to the Nursery, children's starting points are generally below those typical for their age. Children in the Early Years Foundation Stage achieve well in response to good teaching and provision.
- Pupils respond well to good levels of challenge.
- Attainment in reading by the end of Year 6 is broadly average overall.

Quality of teaching

- Parents and carers and pupils believe that teaching is good, a view endorsed by inspection findings.
- Teachers have good knowledge of their subjects and know their pupils very well..
- Teaching has a positive impact on pupils' spiritual, moral, social and cultural development because pupils are provided with opportunities to reflect on their learning and their social development is promoted through turn-taking and working together..
- Teaching promotes moral development well by reference to the code of conduct and expectations for behaviour.
- Teachers make good use of technology to promote learning.
- Teachers promote literacy well in different subjects and there are some good opportunities to use and apply mathematics in different whole school activities.

Behaviour and safety of pupils

- Inspection findings support the views of parents and carers that their children's behaviour and safety are outstanding.
- Pupils say that behaviour is very good, they are extremely safe and that there is no bullying of any kind, including name-calling or cyber-bullying, confirming that the school's anti-bullying policy is highly effective.
- Pupils manage potential risk extremely well..
- Good promotion of attendance has led to above-average attendance in recent years.

Leadership and management

- The executive headteacher, teacher-in-charge and middle leaders share the same vision and drive for school improvement.
- The executive headteacher has forged strong links between staff at Kirmington and the partner school.
- The teacher-in-charge and middle leaders have built up equally strong links with the local community, parents and carers.
- Leaders and managers establish clear priorities for improvement.
- Members of the governing body provide good support for the school.
- The governing body ensures that statutory requirements are met, particularly for safeguarding.
- In view of the many improvements since the last inspection the school has a strong capacity for further improvement.
- The curriculum makes a considerable contribution to pupils' spiritual, moral, social and cultural development.
- The school promotes equality of opportunity well and does not tolerate discrimination of any kind.
- Previous gaps in attainment of particular groups especially in writing have been narrowed and the gaps between pupils' achievements in mathematics and English are also narrowing.

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

4. ANALYSIS OF OPTIONS

- 4.1 The Cabinet Member may wish to write to Head teacher regarding the outcomes of their inspection.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

- 5.1 Financial
 - 5.1.1 There are no financial implications.
- 5.2 Staffing
 - 5.2.1 There are no staffing implications.
- 5.3 Statutory
 - 5.3.1 There are no statutory implications.
- 5.4 IT
 - 5.4.1 There are no statutory implications.

6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)

- 6.1 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.
- 6.2 Environmental and Other
 - 6.2.1 There are no environmental implications.

7. OUTCOMES OF CONSULTATION

Consultation has taken place with the schools concerned and School Development Plans will address the issues for action.

8. RECOMMENDATIONS

- 8.1 Continue to support improvements in the schools inspected above.
- 8.2 The Cabinet Member will write and make suitable comments to the schools on reports.

DIRECTOR OF CHILDREN AND YOUNG PEOPLE'S SERVICE

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Background Papers used in the preparation of this report

Ofsted published report

Appendix

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

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 & management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.