

Kislingbury Primary School

High Street, Kislingbury, Northampton, NN7 4AQ

Inspection dates

6–7 November 2013

| | | | |
|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve well across the school. From starting points below the levels expected for their age, pupils reach above-average standards by the end of Year 6.
- Teaching is good and some is outstanding. Teachers plan lessons that are interesting so that pupils are motivated to learn.
- Well-planned and targeted support for disabled pupils and those who have special educational needs and those who are supported with extra funding helps these pupils to make good progress.
- Pupils like coming to school and feel safe. Their behaviour and attitudes to learning are good.
- The school promotes pupils' spiritual, moral and social development very well.
- The headteacher has a clear and determined focus in continued improvement and is supported fully by all staff. Pupils' achievement has improved with almost all pupils making or exceeding the progress expected of them.
- Leaders, managers and governors ensure that that pupils achieve well and that teaching is consistently good. Governors provide leaders with a strong level of support and challenge.

It is not yet an outstanding school because

- Not enough more-able pupils reach the higher levels of attainment by the end of Year 6.
- Pupils' written work is not always of a high enough standard.
- Some pupils are not given sufficient time to respond to teachers' comments on their work.
- Subject leaders are not sufficiently involved in monitoring the quality of teaching.

Information about this inspection

- The inspector observed eight lessons, of which two were joint observations with the headteacher. In addition the inspector listened to pupils read.
- Meetings were held with a group of pupils, the Chair of the Governing Body, the headteacher and school leaders.
- The inspector took account of the 21 responses to the online parent questionnaire (Parent View).
- The inspector looked at many documents including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well-below average and none speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs, including pupils who are supported at school action, school action plus and with a statement of special educational needs, are below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals) is well-below average.
- Some classes are taught in mixed-age groups.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding to further accelerate pupils' achievement by:
 - increasing the challenges for more-able pupils so that more reach the higher levels of attainment
 - improving the presentation of pupils' written work particularly their spelling and punctuation
 - making sure that pupils have time to respond to teachers' comments in their books
 - further developing the role of subject leaders in monitoring the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their starting points in reading, writing and mathematics. Almost all pupils in Year 6 made or exceeded the progress expected of them in 2013. Attainment has risen in the last three years and is above average. Standards for the current Year 6 show this improvement is set to continue in all areas by the end of the year.
- Pupils made good progress across Key Stage 1. Effective individual and group support have ensured more rapid progress in Year 1 and 2. Pupils' attainment improved strongly to above-average levels this year reversing the dip in standards seen in the previous year.
- Children start in Reception with skills that are below those expected for their age. They make good progress because lessons are fun and interesting with activities tailored to their needs. Children enter Year 1 as confident learners with skills that are typical for their age.
- The results of the most recent national test of Year 1 pupils' knowledge of letters and sounds (phonics) were above average. Pupils have good approaches to reading unfamiliar words and are confident readers. The well-equipped and stimulating library ensures pupils are supported to read widely and often.
- Pupils are motivated and have positive attitudes to learning. They are able to apply their numeracy skills well to solve practical fact-finding problems. Pupils are confident writers and write fluently in different styles across subjects. Their accuracy however in applying basic skills, including punctuation and spelling is not as secure.
- More-able pupils make good progress from their starting points. However, work is not always hard enough for all pupils, including the more able, to make sure those who are capable of doing so reach the highest levels of attainment.
- Disabled pupils and those who have special educational needs make good progress. This is because of well-planned support and effective teaching by teachers and other adults, who make sure that pupils' work is set at the right level.
- Pupils supported through the pupil premium funding make good progress throughout the school. In 2012, pupils known to be eligible for extra funding were about five terms behind their classmates in English and six terms in mathematics at the end of Year 6. The school took swift action so that pupils were more than a term ahead in English and the gap in mathematics narrowed to four terms behind in 2013.

The quality of teaching is good

- Teaching is consistently good, with some that is outstanding. Teachers have high expectations and plan interesting lessons that motivate pupils. As a result, pupils' positive attitudes have a good impact on their achievement.
- Teachers make their explanations of new learning clear and demonstrate sound subject knowledge. They ask questions skilfully by asking individuals directly rather than waiting for someone to respond, so all pupils know that they must be ready to answer if called upon. Good use is made of 'talking partners' encouraging pupils to discuss questions together and develop

their thinking skills.

- In the best lessons, teachers expect pupils to be able to learn and think for themselves. In a mixed Year 3/Year 4 lesson, pupils showed great interest and enthusiasm working independently, adding and subtracting numbers to a series of four digit numbers using dice. As a result they made excellent progress.
- Other adults are well-trained and informed, so they know what is required of them and how best to help the pupils. They support disabled pupils and those who have special educational needs well through individual support or small group work. This supports pupils effectively so they make good progress.
- Target books are used successfully to help pupils improve their English and mathematics. Most pupils know what these are and what they need to do to be successful in reaching their targets. If pupils are unsure of what to do, teachers help them to understand exactly how to be successful.
- Teachers provide pupils with good opportunities to investigate and solve practical numerical problems. The teaching of reading and phonics supports pupils' writing well and broadens their vocabulary. There is, however, insufficient focus on the presentation of pupils' work at times especially for spelling and punctuation.
- Teachers usually set work that helps all pupils to make good progress. More-able pupils, however, are not always given work that is sufficiently demanding to move their learning on at a quick pace.
- Teachers mark pupils' work regularly and suggest the next steps they need to take in order to improve their work. However, sometimes teachers do not give pupils sufficient time to respond to their advice and act upon it.

The behaviour and safety of pupils are good

- Pupils' behaviour is good in lessons and around the school. They treat one another with respect and are polite to adults. Pupils have positive attitudes to learning. In lessons they listen attentively and work well on their own whether in pairs or small groups.
- Pupils understand how to keep safe in a range of different situations. They know about road safety and the dangers of water. Pupils also have a good understanding of the dangers posed by the misuse of the internet. Parents, carers and staff are positive about how the school manages behaviour and how safe pupils feel in school.
- Pupils say there is no bullying. They know about the different types of bullying such as name-calling or physical bullying. Pupils are confident that adults will help them if they go to them with any concerns.
- Older pupils care about the younger pupils and look after them at break times. They enjoy their role as prefects and buddies and their effectiveness is seen in the way all pupils really enjoy play times.
- Pupils enjoy coming to school and arrive on time. Attendance is above average and has improved over time.

The leadership and management are good

- The headteacher has a clear and determined vision for further school improvement. He has gained the confidence of staff and has successfully introduced plans to improve the quality of teaching. Staff are all committed to raising pupils' achievement and morale is high.
- The school has good procedures for checking the progress and attainment of all individuals and groups of pupils to help them perform as well as they can and have an equal opportunity to succeed. A detailed school improvement plan outlines the correct areas to improve and what needs to be done to achieve this. The school is well placed to continue to improve.
- The headteacher makes good use of information from checks on teaching to develop teachers' skills and improve teaching. Targets set for teachers are closely linked to pupils' achievement and shows their skills have improved. Teachers' pay levels are determined by how successful they are in helping pupils to achieve well.
- Leaders at all levels are supported well in developing their roles and in how they use data to make sure pupils make good progress in each year group. This has led to improvements in both English and mathematics, which have resulted in higher standards in Years 1 and 2. However, subject leaders are not fully involved in checking the quality of teaching to drive improvements further.
- The pupils' spiritual, moral, social and cultural development is promoted very well through the school's clear vision and beliefs. Assemblies are a time of coming together to consider key values. Pupils are able to reflect on issues and have a strong sense of right and wrong.
- The curriculum is purposeful and engaging and develops a love of learning in pupils. Pupils study interesting and exciting topics such as 'The History of Toys' and 'The Industrial Revolution.' There is a good range of enrichment activities that includes a choir, street dance, and visits such as to the Victorian museum. The primary sports funding is being used to strengthen teachers' skills through external coaching of staff and promoting swimming, dance and competitive sports. There are suitable plans to measure its impact.
- The school has drawn on the effective support from the local authority. It has worked well with the school to improve the quality of teaching and learning and has contributed effectively to its improvement.
- **The governance of the school:**
 - Governors have a clear understanding of the strengths and weaknesses of the school. They have an increasing knowledge about the school's performance compared to other schools and how well different groups of pupils achieve. Governors challenge the school to improve further. They find out about the school through visits to classes. Governors carefully monitor the school's finances, including the extra funding for eligible pupils and how it is helping them to achieve better. They ensure that leaders take action in the event that any teaching is weak, and make sure pay and promotion are linked to the achievement of pupils. Governors assess their own training needs to get the best balance of skills to help the school. Governors fulfil their legal duties to make sure safeguarding requirements are met.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|------------------|
| Unique reference number | 121980 |
| Local authority | Northamptonshire |
| Inspection number | 425016 |

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

| | |
|--|---------------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 134 |
| Appropriate authority | The governing body |
| Chair | Tracey Blackwell |
| Headteacher | Neil Tyler |
| Date of previous school inspection | 10 November 2011 |
| Telephone number | 01604 831172 |
| Fax number | 01604 831172 |
| Email address | head@kislingbury.northants.ecl.gov.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 assesses 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 0300 123 4234, or email 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

