

Kinderley Primary School

Inspection report

Unique Reference Number	110762
Local Authority	Cambridgeshire
Inspection number	356810
Inspection dates	25–26 January 2011
Reporting inspector	Vivienne McTiffen

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	73
Appropriate authority	The governing body
Chair	John Hoyles
Headteacher	Rebecca Reeve
Date of previous school inspection	15 May 2008
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons and one assembly were observed; one teacher was seen twice and two were seen three times. Meetings were held with staff, a group of pupils, and school leaders, including members of the governing body. Inspectors observed the school's work and looked at development planning, tracking data on pupils' progress, lesson planning, safeguarding documentation and samples of pupils' work. In addition, 30 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do boys and the more-able pupils achieve, especially in English?
- How high are teachers' expectations and how effectively do they use assessment information to match work to pupils' abilities and meet the needs of individuals in mixed-age classes?
- How robust and effective are the systems to identify underachievement and ensure all pupils make as much progress as they can?
- To what extent does the planning for children in the Early Years Foundation Stage meet the needs and interests of all and ensure equal levels of progress across all areas of learning?

Information about the school

The size of this school is a much smaller than average. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils who speak English as an additional language is well below national levels as is the proportion of those from a minority ethnic group. The proportion of pupils with special educational needs and/or disabilities is above average.

There is a daily breakfast club during term time, which is managed by the governing body. A privately run pre-school shares the school site. This provision is subject to separate inspection as it is not managed by the governing body.

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

This is a good school where pupils do well in their personal development and learning. The small school community and welcoming ethos enable each pupil to feel they belong and are valued. Individuals are known very well, and exceptional levels of care are offered to those who find learning difficult. Parents and carers are supportive of the school's work. Effective lines of communication exist to keep them informed, and opportunities to learn how well their children are doing are well received. However, the school lacks a range of different ways to help parents and carers support their children's learning. Pupils' spiritual, moral, and social development is good. Pupils are tolerant and understand the needs of others, valuing the friendships they make. They mix well together and their behaviour is good. Pupils take on roles of responsibility and have good opportunities to mix with pupils from local schools. Cultural development is not so strong. Although a range of trips and visits helps pupils form a view of their own heritage, their understanding of those from different backgrounds and faiths is limited. This is because links, although good with the local community and church, are less well established with communities further afield.

Attainment in English and mathematics is average. Pupils achieve well and make good progress, although some pupils, especially the more able, do not do as well as they could in these subjects. This is because the school's information about progress is not sufficiently used by class teachers to ensure all pupils are working to their full potential. Since the last inspection, pupils' speaking and listening skills have improved and the school has increased the opportunities for pupils to write at length. The provision of extra books has broadened the range of reading material available. As a result, pupils enjoy reading which stimulates in them a desire to write. Pupils are developing a broad vocabulary that is improving their speaking skills and making their writing more interesting and exciting.

The quality of the teaching is good. Lessons in mixed-age classes are well organised and, in most cases, there is a good match of work to ability. Teaching assistants play a valuable role in promoting learning, especially for pupils with special educational needs and/or disabilities. Technology is used very well in many lessons; pupils enjoy using the 'netbooks' for writing, collating information and research. A topic approach creates a buzz of excitement as pupils apply their skills across subjects and carry out investigative work in mathematics and science.

The headteacher has devised very thorough systems for checking the amount of progress pupils make in order to maintain an overview of how well they are doing. These systems are used well to determine support for pupils with special educational needs and/or disabilities, leading to effective programmes of learning. The next step identified by the school is to involve teachers more fully in understanding data on pupils' progress. The school is keen to continue to improve the quality of teaching. Good levels of support are

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offered, especially to new staff, so teachers are clear how to improve. However, current monitoring is largely carried out by the headteacher. She has carefully supported senior staff in developing their monitoring roles so they are now in a position to take full responsibility for evaluating the quality of learning. Self-evaluation is realistic, and plans for the future focus on continued improvement, especially raising attainment and accelerating progress. In light of this and improvements made in developing pupils' literacy skills since the last inspection, the school is in a good position to improve further.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - ensuring that information on pupils' progress is used effectively by teachers so that all pupils, and especially the more able, make as much progress as they can
 - sharpening the monitoring skills of managers so they produce accurate evaluation and analysis of the quality of learning.
- Strengthen links with:
 - parents and carers by helping them to support their children's learning in a range of ways
 - communities beyond the immediate locality to help pupils gain a greater understanding of cultural diversity and belonging to a wider world.

Outcomes for individuals and groups of pupils

2

Many children of Reception age start school with levels of attainment below those expected, especially in reading, writing and personal skills. Most pupils make good progress to reach average standards by the time they leave the school. In the current Year 6, pupils demonstrate good speaking, listening and reading skills. They write for a range of purposes and enjoy editing existing pieces of writing to make them more expressive and descriptive. In order to raise boys' achievement, the school has introduced a range of resources and topics to interest boys so they do better and are pleased with their success. Those with special educational needs and/or disabilities make good progress, as do the very few pupils who speak English as an additional language. These pupils benefit from good support in classrooms and when working alone or in small groups. The progress of those pupils known to be eligible for free school meals is carefully monitored to ensure they do as well as they can. They achieve as well as other pupils.

Pupils enjoy school and are keen to learn. This was seen during the inspection when pupils explored the topic 'Chocolate'. Pupils enjoyed listening to the story Charlie and the Chocolate Factory and creating character descriptions of their own. In mathematics, they worked together to investigate the contents of Smarties tubes to match and predict the frequency of certain colours, recording their findings in graphs and charts, and making good use of technology. They maintain a high level of interest and share resources well. Pupils have a good understanding of how to stay safe and feel secure in school, a view supported by parents and carers. They show good awareness of the need for a healthy lifestyle and talk with enthusiasm about their involvement in a range of sporting opportunities and swimming. Pupils securely develop the basic skills needed to prepare

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them for future economic well-being, especially in information and communication technology.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

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

How effective is the provision?

Teachers establish good relationships and know pupils very well. They work hard to engage pupils, especially boys, by making lessons interesting. As one parent comments, 'Kinderley is fun, exciting, and every day they learn something new.' For example, during a literacy lesson, all pupils were keenly involved in finding out for themselves about dinosaurs, using books and the internet for research. Such an approach fired pupils' imaginations and led to excited discussion about their findings. Teachers set targets in English and mathematics which are frequently referred to in lessons to help pupils understand what they are working towards. Teachers provide pupils with positive comments when they mark their work although these are not linked to pupils' targets or clearly indicate how to improve. Day-to-day assessments help teachers to plan work for different groups of pupils, but are not always used effectively enough to ensure sufficient challenge, especially for the more able.

Much enjoyed trips, visitors and a range of clubs enrich the curriculum and have a positive effect on pupils' well-being and learning. Good use is made of partnerships, including those with other schools, to provide opportunities which the school alone could not

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provide, especially in sport and music. Junior pupils benefit from learning the trumpet and French and going on residential visits.

Effective links exist with external agencies, especially to support those pupils whose circumstances make them vulnerable. There are clear policies to encourage good behaviour and attendance, although holidays taken in term time affect the school's overall attendance figures which are average. The breakfast club offers a good nutritional start to the day and the school's lunchtime arrangements encourage pupils of all ages to mix, providing extra support especially for the youngest pupils. Sufficient attention is paid to preparing pupils for their move to secondary school, of which they speak with confidence.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher recognises the need for continued improvement and has built a strong teaching team. High expectations and enthusiasm are transmitted to staff who work well together with a common sense of purpose, leading to good outcomes for pupils. There is a shared determination to build upon areas of strength and tackle any remaining weaknesses. The collection of good quality data provides the headteacher with relevant information upon which to base challenging target-setting. The governing body is actively involved in the school's work and evaluates how well it is doing. They show a good understanding of challenges facing the school and a determination to move forward. The school promotes equality of opportunity and tackles discrimination well. Gaps between different groups of pupils have been identified and are closing. The school recognises where improvement can be made to overcome any further variations in performance. There are well-developed systems to ensure the safeguarding and welfare of pupils. Issues about safety are fully integrated into the curriculum, resulting in pupils' well-defined understanding of how to stay safe. The school promotes community cohesion satisfactorily. Partnerships with the local community are well established but the school is at an early stage of devising ways to reach out to other communities nationally and globally.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in Class 1 where those of Reception age mix with older infant children. This has a positive effect on their personal development as they quickly settle into the daily routines; they develop positive relationships and behave well. Good progress is made in personal development as well as in acquiring reading and writing skills. The class teacher carefully ensures that appropriate work is planned for this age group so that they have access to all areas of learning. A good balance is created between involving them in whole-class learning and activities, especially through play, which are well matched to their needs. The outdoor area is used well to enrich learning although, sometimes, activities are too adult directed and there is insufficient balance between adult-led and child-initiated tasks. Good use is made of assessment information to check how well children are doing and help build up a picture of progress through their 'learning journeys'. Welfare requirements have high priority. As a result, children develop an understanding of how to stay safe and healthy. Those in charge are fully aware of areas of strength and those that need further development. Good relationships exist with parents and carers but opportunities to help them support their children's learning and to extend links with pre-school settings are underdeveloped.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The very large majority of questionnaire returns from parents and carers are positive. All agree that their children enjoy school and they are kept safe and helped to have a healthy lifestyle. A very small minority disagree that the school prepares children well for the future. Discussion with leaders and pupils revealed that provision enables pupils to face future changes with confidence and that transition arrangements are sufficient given the school's location and the wide number of secondary options available.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kinderley 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 73 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	83	5	17	0	0	0	0
The school keeps my child safe	25	83	5	17	0	0	0	0
My school informs me about my child's progress	13	43	16	53	1	3	0	0
My child is making enough progress at this school	18	60	11	37	0	0	1	3
The teaching is good at this school	15	50	14	47	1	3	0	0
The school helps me to support my child's learning	19	63	8	27	2	7	0	0
The school helps my child to have a healthy lifestyle	14	47	16	53	0	0	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)	7	23	19	63	3	10	0	0
The school meets my child's particular needs	14	47	14	47	1	3	1	3
The school deals effectively with unacceptable behaviour	8	27	19	63	1	3	0	0
The school takes account of my suggestions and concerns	7	23	22	73	0	0	1	3
The school is led and managed effectively	13	43	15	50	1	3	1	3
Overall, I am happy with my child's experience at this school	20	67	9	30	0	0	1	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 January 2011

Dear Pupils

Inspection of Kinderley Primary School, Wisbech, PE13 5LG

Thank you for the welcome you gave us when we visited your school recently. We enjoyed talking to you about your work and seeing the interesting activities you do. We were impressed by your good behaviour and the way you take care of each other.

You attend a good school and this is what we found out about it. By the time you leave, you reach levels expected for your age in English and mathematics. Your speaking, listening and reading skills are good. You are improving in writing and enjoy finding things out in mathematics. This is because teachers make sure lessons are interesting and help you to link your learning together through topics. You have good opportunities to use technology. Adults know you all very well; because of this you feel well cared for and safe in school.

To help you and the school do even better, we have asked your headteacher and her staff to make the following improvements:

- use information about your progress to help you to do the best you can in English and mathematics, especially for those of you who are more able
- check what you are learning in English and mathematics
- strengthen links with your parents and carers, so they know how they can help you in your learning
- establish more links beyond the immediate locality, to help you gain a greater understanding of people from different faiths and backgrounds, and of belonging to a wider world.

All of you can help the school to achieve these things by always trying your best.

Yours sincerely

Vivienne McTiffen

Lead inspector

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