

Kimberley Primary School

Inspection report

Unique Reference Number	122706
Local Authority	Nottinghamshire
Inspection number	380515
Inspection dates	1–2 December 2011
Reporting inspector	Ruth McFarlane

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Lee Jones
Headteacher	Jennifer Porter
Date of previous school inspection	3 December 2008
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Age group	3–11
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Introduction

This inspection was carried out by two additional inspectors. Fifteen lessons were observed and seven teachers were seen teaching. Meetings were held with staff, representatives of the governing body and groups of pupils. The inspectors observed the school's work, and looked at information about pupils' progress, evidence of monitoring, the school development plan, a variety of policies and safeguarding documentation. In addition, the lead inspector analysed the questionnaires returned by 70 parents and carers, 58 Key Stage 2 pupils, and 20 staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- How successfully are the more-able pupils provided for?
- Is pupils' progress consistent through the school?
- What is the impact of mixed-age classes, on pupils learning and well-being?

Information about the school

This school is smaller than the average primary. Most of the pupils come from the local community. Almost all are of White British heritage. No pupil is at an early stage of speaking English as an additional language. The proportions of pupils identified with special educational needs and/or disabilities and those with statements of special educational needs are below average. The proportion known to be eligible for free school meals is average. The Early Years Foundation Stage comprises a Nursery for children to attend part-time (mornings or afternoons) and a Reception class.

There is separate, weekly part-time provision that takes place in the school for children up to age five. It is run by other providers and was not a part of this inspection.

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 that has improved its effectiveness since the last inspection. Pupils achieve well, they develop good personal skills and they enjoy school. There are a number of reasons for the improvements.

- Good levels of care, guidance and support create a fully inclusive, nurturing ethos. In consequence, pupils demonstrate strong self-esteem and considerate, respectful behaviour. They are caring individuals who are able to give of their best within a safe and encouraging learning environment.
- The curriculum is good. Themed learning has led to pupils' strong contribution to the school and local community. For instance, pupils met with local councillors to design improvements to a local park. Projects such as 'Whoosh!' about space travel, and 'Ship Ahoy' about pirates and discovery, have had a positive impact on boys' progress, which had been lagging behind that of girls. Pupils' cultural development has improved through successful links with contrasting communities, igniting pupils' curiosity and sense of responsibility.
- Pupils develop good interpersonal skills through spending the day alongside a range of ages in the mixed-age classes. Good relationships and effective behaviour management ensures that pupils learn in a lively and purposeful atmosphere. Consequently, children enjoy a good start to their learning in the Early Years Foundation Stage and good progress now continues through the school.
- Good teaching has been the trigger to accelerate pupils' progress and has ensured that the school is meeting pupils' differing needs well in the mixed-age classes. Pupils say lessons are fun. In many, they are fully involved in a variety of challenging activities, well-matched to their different abilities.
- All groups do well because systems to track pupils' progress and respond to this information have improved. As a result, the more-able pupils, and those with special educational needs and/or disabilities, achieve their potential. A quarter of the latter group have made exceptional progress this year.
- The school is well led and managed. The headteacher provides clear vision, well shared with staff. From the knowledgeable governing body to the support and maintenance staff, all contribute well to pupils' good learning and well-being.

There are minor inconsistencies in the quality of teaching, and therefore, in pupils' progress. In weaker lessons, pupils spend too long passively listening and not enough time actively involved. Occasionally, insufficient challenge for some pupils

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slows the speed of learning. Teachers use assessment well to inform planning, and guide pupils, but formal target setting, which is just beginning to give older pupils clear pointers of how to move to the next level in their writing, is not established for reading or mathematics. Leaders and managers are already making checks on their practice in this area through good systems of self-evaluation. Improvements are systematically planned for and progress checked, by governors, the headteacher and staff. The impact of this is evident in improved pupils' progress, teaching and the curriculum since the previous inspection, and clearly demonstrates good capacity for further improvement.

What does the school need to do to improve further?

- Increase the impact of teaching by:
 - providing pupils with individual, medium-term subject-specific targets for learning in reading, writing and mathematics, shared with parents and carers, and regularly reviewed
 - allocating a higher proportion of time for active learning in each lesson, on tasks that challenge the different abilities within the class.

Outcomes for individuals and groups of pupils

2

The pupils enjoy school and show interest and enthusiasm for all it offers. They settle down quickly to learning at the start of the school day because, as they told inspectors, 'Lessons are fun'. A typical example observed involved Key Stage 2 pupils in information and communication technology (ICT) work on 'Ship Ahoy!' They were fully engaged in their creation of spreadsheets to calculate the cost of items and supplies needed on their ships, working very cooperatively together. The same warm enthusiasm for learning was evident in other lessons seen. Because of this, and supported by good teaching and a lively curriculum, pupils' progress and achievement are consistently good from starting points that are mostly below those expected for their age. Consequently, attainment at the end of Year 6 is average. In 2011, it rose to above average.

Pupils with special educational needs and/or disabilities achieve well because provision for them is well-managed. Features such as one-to-one tuition and high quality individual education plans have resulted in good and sometimes outstanding outcomes. The plans are well thought through and contain clear targets which are specific to their differing personal and learning needs. Pupils who are known to be eligible for free school meals also do well.

Pupils' knowledge of how to keep safe in different situations, such as on the roads, near water and when using the internet, is good. They have a good understanding of what is needed, in terms of diet and exercise, to be healthy. Their contribution to their community is strong and they are keen to help in school. For example, the school council took the initiative in helping to improve resources in the playground. Good assemblies help to ensure that pupils are tolerant young people with a good

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sense of right and wrong. They learn about a wide range of people's beliefs and life in other countries, which gives them a good understanding of other cultures. Average attendance and average attainment in the basic skills (literacy, numeracy and ICT) prepares pupils adequately for their future lives.

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

How effective is the provision?

The curriculum underpins pupils' good progress. It is well organised with good interplay between subjects to hold the interest of all learners, whatever their ability or needs. ICT is used well to support learning. Visits out, visitors to school and popular clubs, such as cooking and street dance, are much enjoyed. Partnerships are strong, and enhance pupils' experiences locally, such as in sports and music.

Pupils value the fact that they are known as individuals. Adults keep a vigilant eye on their daily needs, offering good support and guidance. The school works well with outside agencies to enable all pupils, whatever their particular needs, to make good progress in their learning. Recent activity is having a positive effect on pupils' attendance. Links with other providers are strong, including a group of schools, and the on-site provision for children less than five years of age. Transition to secondary school is well managed. Pupils settle in well and receiving staff are well informed about any pupil's individual needs.

In lessons, there is a good focus on writing and numeracy through the cross-curricular work. Pupils are given plenty of opportunity to write, often in paired work

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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or small groups. They are frequently asked to use their problem-solving and calculation skills, for instance, in geographical or scientific investigations that require measurements to be taken. Teachers successfully rise to the task of meeting the needs of mixed-age classes by ensuring that the work they set is well matched to the range of ability and ages in each class. The key to this is that, in most lessons, they organise the class into smaller groups, containing pupils of broadly similar ability rather than age. The needs of pupils with special educational needs and/or disabilities are met well in this way, supplementing their specialist support well. However, this is not so successful in a few lessons because the time allocated to individual work is too little. Pupils self-evaluate their learning, often by responding to ‘thumbs up’ if they have understood. Teachers’ written marking is positive and helpful in pointing to improvements, especially in literacy. Individual target setting, to help pupils understand what they need to do to reach the next level in their learning, is not fully developed. In consequence, while pupils usually have a clear idea of what they are aiming for in each individual lesson, they are less sure of how to reach the next level in their learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Strong and sustained leadership from the headteacher and the supportive management provided by subject leaders have had a significant impact on improving provision and outcomes for pupils, because all staff share the driving ambition to raise the school’s effectiveness. Regular monitoring of lessons with pointers to improve has led to better teaching. Adults promote equality of opportunity well, checking to see that pupils make good progress, no matter what their background or needs. Discrimination in any form is not tolerated. Good partnerships with parents and carers, local primary and secondary schools, and with agencies to support pupils with additional needs, are widening pupils’ learning experiences and enabling them to develop their social skills and overcome any barriers to learning.

The governing body provides good challenge and support to the school and has an in-depth understanding of the school’s strengths and weaknesses. Formal monitoring of the work of the school is developing. The governing body ensures that safeguarding procedures are good and are implemented well. Staff are thoroughly trained in safeguarding and good steps are taken to minimise any risk to pupils on- or off-site. A basic audit of provision for community cohesion, including an action plan and evaluation, ensures that community understanding is very strong within

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school and in the locality. There are good plans to extend this more prominently in the national and global communities.

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	2
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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle happily into school and make good progress in their learning from widely varying starting points, which are mostly below the expected level overall, and sometimes low. As a result, attainment is usually broadly average overall, by the end of Reception, although in some years it has been below average. Children’s behaviour is good and positive relationships help them to feel confident and safe. They make sensible choices about what to eat and drink, know how to keep themselves safe on visits and when using the toys and equipment provided, such as scissors. Good teaching and well-planned activities, many of which children choose for themselves, ensure they are interested and able to use their imagination well. The indoor and outside environments are stimulating and well-resourced, which successfully promotes learning and personal development.

Careful planning is paying dividends. Reception children benefit socially and academically from working alongside older pupils. Assessment procedures are efficient, with children’s progress carefully recorded and quickly used to guide the planning of next steps. Questioning ensures that the most able are challenged. For instance, in an excellent start to the day, during the inspection, probing questioning enabled the more-able Nursery children to extend their reading of written numbers up to ten, and encouraged less-able children to develop confidence in recognising numbers. Links with partners, such as the local authority, are strong, providing a source of additional expertise, reflecting the leaders’ strong drive for improvement.

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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

An above-average number of responses were received to the questionnaire. Most parents and carers who responded are happy with the school. Typical comments were, 'The school provides a nurturing and supportive environment, where my children continue to thrive,' and 'Staff are in tune with my children's needs and I feel involved in the life of the school and in my children's education.'

Parents and carers are particularly pleased with how safe their children are at school, the teaching, and the way the school is led and managed. Inspectors confirmed that these aspects are good. A few parents and carers indicated they were unhappy with how unacceptable behaviour was tackled. Inspectors investigated this by looking at school records, observing lessons, observing behaviour out of lessons, and talking to pupils and staff, and judged behaviour and its management to be good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kimberley 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	67	22	31	1	1	0	0
The school keeps my child safe	52	74	18	26	0	0	0	0
The school informs me about my child’s progress	34	49	29	41	5	7	2	3
My child is making enough progress at this school	39	56	27	39	1	1	2	3
The teaching is good at this school	33	47	34	49	0	0	2	3
The school helps me to support my child’s learning	41	59	23	33	3	4	2	3
The school helps my child to have a healthy lifestyle	40	57	28	40	2	3	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)	36	51	29	41	3	4	0	0
The school meets my child’s particular needs	38	54	28	40	4	6	0	0
The school deals effectively with unacceptable behaviour	35	50	24	34	6	9	3	4
The school takes account of my suggestions and concerns	24	34	41	59	1	1	3	4
The school is led and managed effectively	38	54	30	43	0	0	2	3
Overall, I am happy with my child’s experience at this school	43	61	21	30	1	1	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



5 December 2011

Dear Pupils

Inspection of Kimberley Primary School, Nottingham NG16 2PG

Thank you for welcoming us to your school. Special thanks are due to those pupils who chatted with inspectors and to all those who responded to the questionnaire.

Your school is a good school that has improved since it was last inspected.

You told me how safe you feel in school, how well you are taught, and how much fun you have in lessons when subjects are linked together. As a result, you make good progress in your learning. Standards are average and improving. Last year, Year 6 reached higher standards than most eleven-year-olds. Well done for that!

You develop well as individuals and give of your best. Your behaviour is good. You know about how to keep safe and are knowledgeable about what makes a healthy lifestyle. Importantly, you like being part of a small school in which everyone gets on well and cares for each other. Your attendance is average and has recently improved. Do keep this up because, if you are not in school, you miss learning, and of course, you also miss all the fun!

I noticed that the targets you have for writing in some classes help you to know what to do to reach the next level in your learning. I have asked your headteacher and the governing body to make sure targets are given more prominence through the school, for reading and mathematics, too. In lessons, I have asked that you are given more time to work by yourselves or in small groups.

There are many things for you to be pleased about in your school. You can all help now by really thinking about your targets and how they can help you do your best.

Yours sincerely

Ruth McFarlane
Lead inspector

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