

Kimberley Primary School

Knowle Lane, Wingate, Nottingham, NG16 2PG

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils' progress in writing is not consistently good in all classes in the school. Progress in writing in 2014 was much weaker than it was in reading and mathematics.
- Teachers' assessments and their understanding of what pupils already know are not always accurate. This means that in the Nursery, the Years 2 and 3 class and the Years 3 and 4 class, they do not always set work at an appropriate level, especially for the most- and least-able pupils.
- Some teachers do not mark work as the school policy expects. This means that pupils do not know how to improve their work.
- Teachers do not always use questions effectively in lessons in order to identify when pupils need further support and when they are ready to move on to learn something new.
- Leaders at all levels have taken too long to address low standards in writing and the gaps in attainment between disadvantaged pupils and their classmates. Leaders have not had enough impact in improving teaching.
- Leaders do not do enough to identify pupils at risk of falling behind.
- Governors have not held leaders and staff to account sufficiently for the work of the school.
- In the Nursery, the activities organised for the children do not help them to make good progress.
- Disabled pupils and those who have special educational needs do not make as much progress as they should.

The school has the following strengths

- Standards in Year 6 improved in 2014. Pupils' attainment in reading and mathematics was in line with the national average.
- The headteacher and governors have stabilised staffing and established systems that are leading to better progress now in most classes.
- Pupils say that they feel safe and they trust staff to help them if they need it.
- Pupils behave well at all times.
- Children in the Reception class, the Years 1 and 2 class and the Years 5 and 6 class are now making rapid progress.
- Displays of work reflect the progress which has been made more recently in writing across the school.
- The emphasis teachers give to developing pupils' spiritual, moral, social and cultural awareness is helping the school to develop as a united and happy learning community.

Information about this inspection

- Inspectors visited an assembly and 15 lessons. The headteacher joined the inspectors for two of the lessons. Inspectors also looked at pupils' workbooks.
- Inspectors observed pupils' behaviour in lessons, at break and lunchtimes, and around the school site. They had a formal discussion with the pupils in the junior leadership team and informal discussions with other pupils.
- Inspectors took account of the 44 responses to Ofsted's online questionnaire, Parent View, and also of the 19 responses to the staff questionnaire.
- Inspectors had meetings with parents, the headteacher, other school leaders, a group of governors and a representative of the local authority. They looked at school documents, including those about pupils' achievement, behaviour and attendance, records of monitoring, school self-evaluation, plans for improvement, and information relating to safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Elaine Hamilton

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Children attend full time in the Reception class and part time in the Nursery.
- The vast majority of pupils are White British, and almost all pupils speak English as their first language.
- The proportion of pupils who are eligible for support from the pupil premium is average. The pupil premium is additional funding for those pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There have been some extended staff absences in the last two years.
- The school has an informal partnership with Forest Glade Primary School.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in writing, so that pupils make consistently good progress by ensuring that teachers in all classes:
 - assess pupils' work accurately and use these assessments to set work that is at the right level of challenge for pupils of all abilities, including the most-able pupils, disabled pupils and those who have special educational needs
 - ensure that pupils have more opportunities to solve problems in order to deepen their learning and understanding
 - comply with the school's new marking policy so that pupils know how to improve their work
 - use questioning during lessons to gauge whether pupils are ready to move on in their learning or need more support.
- Improve the effectiveness of leadership and management in raising pupils' achievement by ensuring that:
 - the extensive data tracking system the school already maintains is used to alert leaders and staff more quickly when pupils are falling behind
 - the governing body holds leaders and other staff accountable for pupils' achievement
 - the pupil premium funding is used more effectively to close the gaps in attainment between these pupils and their peers.
- Raise the quality of provision in the early years, especially in the Nursery, by:
 - improving teachers' understanding of what children already know
 - ensuring that teachers consistently arrange activities that challenge the children appropriately and have a clear purpose.

An external review of the pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- While leaders and governors are very ambitious for the success of their pupils, they have not ensured that pupils' achievement has improved in writing. They have been too slow in putting actions into place to bring about improvement in teaching and they have not held staff accountable, through the appraisal system, for pupils' progress. However, they have established a culture in which pupils behave well and feel confident, safe and happy.
- While leaders and governors have monitored the work of teachers, these checks have not in the past been sufficiently rigorous to identify or tackle areas of weakness with sufficient urgency. Although there have been improvements in the past year, leaders have not ensured that teachers' assessments of pupils' achievement are consistently accurate. This means that teachers do not plan activities to stretch all groups effectively.
- There is a comprehensive achievement tracking system in place, but leaders have not taken enough account of the trends shown to devise actions to stop pupils from falling behind, particularly in writing. The actions leaders have taken since September 2014 have not yet shown consistent improvement across all year groups.
- The pupil premium funding is used to provide support for eligible pupils in small groups and to help them to take part in school visits. However, leaders have not given sufficient attention to checking the impact of the pupil premium on the attainment and progress of disadvantaged pupils.
- The curriculum is carefully planned. It covers all required subjects. Pupils have the opportunity to read for research, write to record their learning and to apply their mathematical skills across different subjects.
- Although subject leaders have not, in the past, been involved enough in driving improvements, this has changed for the better this year. Subject leaders are now showing the determination to bring about improvements in their areas of responsibility. They are working with leaders in the partner school to check teachers' judgements about pupils' achievement levels and to deliver training to help all staff support pupils appropriately.
- The primary school sport funding is used effectively to provide coaching for pupils and training for staff. The extra opportunities in fishing, youth gym, football and netball are helping pupils develop more healthy attitudes.
- Pupils' spiritual, moral, social and cultural awareness is developed well throughout the school, preparing pupils well for life in modern Britain. Pupils respect and tolerate those who are different, and their work shows that they enjoy exploring traditional British values, such as through studying the recent general election and holding elections of their own. Their workbooks show that pupils understand and respect the beliefs and needs of others. Pupils show high levels of tolerance and respect for those who are different to themselves. Pupils have a good understanding and appreciation of the beliefs and traditions of people of other faiths.
- The school ensures that there is no discrimination shown by any members of the school community. In assemblies, staff celebrate pupils who have demonstrated the school's values of good attitudes, behaviour and care for others, and those who have worked hard and made good progress. Pupils take part in a wide variety of projects to raise money for charity.
- Leaders have ensured that safeguarding arrangements are effective in keeping pupils safe. Statutory requirements are met.
- The local authority has supported the school by monitoring its progress and highlighting priority areas for development.
- The school's commitment to equal opportunities and to eliminating discrimination is shown in the wide

range of current training and development recently introduced with the aim of improving the achievement of pupils of all backgrounds and abilities. However, this has yet to prove fully effective in ensuring that all pupils do as well as they should.

The governance of the school:

- Governors have recognised that they have not challenged the school or held leaders sufficiently accountable in the past. They have undertaken training which has helped them to monitor pupils' achievement more carefully, and they have become more effective in identifying areas of strength and weakness. These improvements have not yet had time to impact fully on pupils' achievement.
- Governors now use assessment information so that, together with the headteacher, there is a more rigorous staff appraisal system to monitor the effectiveness of teaching. As a result, they now make informed decisions about pay progression that link teachers' pay rises to pupils' progress.
- Governors manage the budget well to support the school's improvement and they are now paying much greater attention to checking that additional funds, such as the pupil premium, are used effectively.
- Governors ensure that safeguarding requirements are met in full.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In lessons and around the school, pupils are sensible and considerate of others. They play exuberantly on the playground, listen carefully in lessons and work hard on the tasks teachers set them.
- Most pupils display positive attitudes to their work and this is now helping them to make better progress than in the past. They work hard and persevere in their activities. They confidently discuss their work with partners and generally concentrate well when they work on their own.
- Pupils are polite and well mannered. They enjoy talking about their work to visitors. They are very proud of their work and their school community.
- Behaviour records show little disruption in classes, at playtime or dinnertime. The behaviour seen in lessons during the inspection was similarly good; almost all pupils were well behaved and focused on their work.
- Pupils enjoy the opportunities to take responsibility for aspects of school life. The head boy, deputy head boy, head girl and deputy head girl all set very good examples of the standard of work and behaviour expected of pupils, and they act as very good role models for others. Older pupils take great pride in helping and working with younger pupils. Pupils elected as representatives to the Junior Leadership Team take their responsibilities very seriously.
- Pupils understand the school's system of rewards and sanctions and say they enjoy receiving rewards for good work and behaviour. They like sharing their achievements with parents in assembly and proudly display examples of their work around the school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and know who to ask for help if they need it. They have a good understanding of potential dangers – particularly from the internet, mobile phones and social media – and they know how to protect themselves.
- Some parents expressed concerns about bullying, but pupils say that bullying, name-calling and racism are rare. They believe that, when these things happen, they are dealt with effectively by staff. Pupils have a good understanding of the many forms that bullying can take and know what they should do if problems occur.
- Staff provide good support for, and show a good awareness of, the needs of those pupils whose circumstances might make them vulnerable.

- Attendance is in line with the national average and there are robust procedures for working with those pupils whose attendance is not as regular as it should be.

The quality of teaching requires improvement

- Teaching requires improvement because it is not yet consistently leading to good progress for all pupils, particularly children in the Nursery, disadvantaged pupils, disabled pupils and those who have special educational needs.
- Some teachers do not have a clear understanding of what their pupils already know and so they do not set work which stretches all pupils appropriately, particularly in writing. Sometimes, the most-able pupils are set low-level work that is too easy for them before they move on to more challenging activities. At other times, pupils who find their work harder are set work at a level which they cannot cope with.
- The new marking policy is not followed consistently by all teachers. Some give helpful development points so that pupils know how to improve their work, but others give pupils very little indication of how they might move forward.
- Not all teachers use questioning to find out how well pupils are learning in lessons across all subjects. In Reception, the Years 1 and 2 class and the Years 5 and 6 class, staff use questions in lessons to give helpful feedback and then raise the level of challenge or give extra support. However, teachers in other years do not use questioning as effectively and this is holding some pupils back.
- The teaching of phonics (letters and the sounds they make) is good.
- The teaching of writing requires improvement because too many groups of pupils are not making good progress. Teachers' expectations are not consistently high enough in all classes.
- The teaching of mathematics is leading to good progress for most pupils across the school age range.
- Most of the extra support lessons provided to help disabled pupils and those who have special educational needs are effective in helping them to make better progress than in the past. However, this is still inconsistent and, during whole-class teaching, these pupils are not always supported sufficiently.
- Teaching assistants are generally supporting pupils' progress well, particularly where they have had extra training in working with small groups or individual pupils.
- Staff generally create a settled and happy atmosphere in classes. They apply the behaviour policy effectively. As teaching is improving in the school, this atmosphere helps pupils to learn more rapidly.

The achievement of pupils requires improvement

- Attainment in Year 6 in 2014 was in line with the national average in reading, writing and mathematics. Progress from these pupils' starting points was average in reading and mathematics, but below average in writing. The proportion of pupils exceeding expected progress was above national figures in mathematics, but below others nationally in writing. This year, progress in writing is improving in most year groups, but not rapidly enough in all classes.
- In the Year 1 phonics screening in 2014, pupils achieved levels below the average nationally. In phonics lessons observed during the inspection, most pupils made good progress because new learning built upon what pupils already knew, and there were good opportunities for pupils to apply their learning by writing words and sentences. In Reception and the Years 1 and 2 class, pupils successfully transfer these skills into their reading and writing.
- Pupils enjoy reading and are making good progress in this area. They develop their understanding in

reading through researching their topic work and they read for pleasure regularly. Pupils enjoy a wide range of reading material.

- Progress in mathematics varies across the school. In the Reception class, the Years 1 and 2 class and in the Years 5 and 6 class, pupils make rapid progress. This is because teachers in these classes have a good understanding of what their pupils know and how to plan work which drives progress rapidly for all ability groups. In other classes, however, progress is notably slower.
- In Reception, the use of counting apparatus enables children to secure a deep understanding of number. Here, children of different abilities work on activities that help them to make good progress. In the Years 1 and 2 class, pupils worked on addition and subtraction at a range of different levels, and those pupils who were able to access high-level work applied their knowledge in situations which deepened their understanding. In the Years 5 and 6 class, pupils studied algebra in many different contexts; the extra challenges for the most-able pupils tested their deeper understanding by setting high-level challenges.
- In some classes, the most-able pupils are not set work at a level that stretches them or deepens their understanding. Sometimes, they have to work through low-level exercises in all subjects before they are set work at an appropriate level.
- Disabled pupils and those who have special educational needs are not making sufficiently rapid progress during class lessons in some year groups. In the past, teachers and leaders have not used the school's extensive tracking system to analyse where these pupils need greater support. Although this has improved more recently, the recent improvement has yet to be reflected in these pupils' accelerated progress.
- Disadvantaged pupils have not been making enough progress because some teachers do not set new learning activities that build upon what these pupils already know. In Year 6 in 2014, disadvantaged pupils were half a term behind their classmates in mathematics, almost in line with their classmates in reading, but two and a half terms behind them in writing. They were nearly half a term behind pupils nationally in mathematics, nearly half a term behind in reading and five terms behind in writing. While progress in writing requires improvement for these pupils, data and pupils' books show that these gaps are beginning to narrow and, in some classes, have closed.

The early years provision

requires improvement

- Some children start at Kimberley with skills that are assessed by the school as a little below those typical for their age group in speech, language, reading and writing, but this varies from year to year.
- The Nursery has been affected by staff absences. This has been a barrier to improvement. It has meant that staff do not take enough account of what children already know to organise activities that challenge them and move their learning forward.
- In the Reception class, teachers have a good understanding of children's learning. They plan interesting and exciting activities that help children to make good progress in all areas of learning. By the time they leave the early years, the proportion of children achieving a good level of development is now a little above average. This has improved in the last two years and means that children are well prepared for their learning in Year 1.
- Leadership of the early years requires improvement. Provision in the Reception class has been developed well through appropriate staff training, but provision in the Nursery has been affected by staff changes and this has held up work on making improvements.
- Staff in the early years work closely with parents and local day nurseries to help prepare children for when they first start school.
- Behaviour in the Nursery is good and children are attentive. In the Reception class, children undertake exciting and highly motivating activities. They are very well behaved and extremely enthusiastic about their learning. Children are respectful and tolerant of others, both when they work together in groups and when they are working by themselves.
- Children are safe and well cared for because all safeguarding and welfare 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	122706
Local authority	Nottinghamshire
Inspection number	456011

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	181
Appropriate authority	The governing body
Chair	Lee Jones
Headteacher	Jennifer Porter
Date of previous school inspection	1 December 2011
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