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Mrs Jennifer Porter  
Headteacher  
Kimberley Primary School  
Swingate  
Kimberley  
Nottinghamshire  
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Dear Mrs Porter

### **Requires improvement: monitoring inspection visit to Kimberley Primary School**

Following my visit to your school on 13 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school. The school should take immediate action to:

- ensure that the oldest pupils are provided with more opportunities to acquire knowledge and develop their skills in other subjects as well as in English and mathematics
- refine the school improvement plan to include clear milestones related to pupils' progress so that governors can check the extent to which the school's actions are being successful.

## **Evidence**

During the inspection, meetings were held with senior leaders, the leaders responsible for English and mathematics, four members of the governing body, a representative of the local authority, and eight pupils from Key Stage 2 to discuss the action taken since the last inspection. I evaluated your plans for improvement. I reviewed your most recent data relating to pupils' achievement. I considered your documentation relating to your checks on the quality of teaching. I visited each class and considered the quality of pupils' learning in a range of subjects, including looking at pupils' workbooks. I looked at the information that the school provides for parents and carers, including that held on its website. I looked at the school's documentation relating to the safeguarding of pupils.

## **Context**

Since the section 5 inspection in June 2015, the governing body has made four appointments. From the beginning of the autumn term 2015, two new teachers started working at the school to replace their predecessors who had both left their positions at the end of the previous term. These include a teacher of Year 5 and Year 6 pupils, and a teacher for the Year 2 and Year 3 classes. A new leader of the Early Years Foundation Stage has replaced the former leader, who left at the end of the summer term 2015. An additional teacher for the early years has been appointed to commence her role in January 2016. The former Chair of the Governing Body exchanged roles with the former vice-chair from the beginning of the autumn term 2015. Five members of the governing body were appointed following a reconstitution during the summer term of 2015.

## **Main findings**

Senior leaders' work to improve the school has not been consistently effective across all the areas for improvement. Consequently, improvements in the quality of provision in the early years and in governance are undermined by slow progress to improve the quality of teaching in Key Stages 1 and 2.

You have worked closely with the recently appointed leader of the early years to quickly improve the quality of provision in the Nursery class. Adults have readily responded to the training that you have provided. They are now using their assessments of children's development across all areas of learning to design activities and provide support to children, which is helping them to make more rapid progress.

You have begun to put in place new systems for assessing pupils' attainment and for recording their progress in Key Stages 1 and 2. This is supported by the introduction of a new marking and feedback policy. Teachers are beginning to get to grips with the new approaches. However, teaching is not improving quickly enough to accelerate pupils' progress.

Teachers are not yet using assessment information well enough to inform the setting of suitably challenging work for pupils. The most-able pupils in particular are not being challenged to reach the standards of which they are capable. Also, adults' checks on learning during lessons is not identifying early enough where learning can be moved forward more quickly; for example, in mathematics, pupils are not being given enough work to help them to develop their ability to solve problems. Pupils say that their work in English and mathematics is often too easy and their writing tasks are not particularly interesting. The oldest pupils feel that they do not undertake enough work in their 'My amazing workbook', where they record their learning in subjects such as science, humanities and religious education. Despite pupils being diligent during lessons and willing to apply themselves, the activities that are being provided are not always promoting their enjoyment of learning.

Scrutiny of workbooks and discussions with pupils revealed that the marking and feedback policy is not being consistently applied across the school. Not enough pupils are being provided with the opportunity to respond to their teachers' comments in subsequent pieces of writing in order to show improvement in the quality of their work. This is a factor in pupils not developing their skills in writing quickly enough.

Senior leaders have worked closely with the Chair of the Governing Body and the vice-chair in arranging an external review of governance and of their use of the pupil premium. They have used the findings of the review to help them to strengthen governance arrangements quickly. As a result, more governors have been appointed to ensure that there is a broader range of experience and skills on the governing body to support and challenge the work of senior leaders. Also, governors have a better understanding of their roles and responsibilities, and changes to the committee structure, including the introduction of a standards committee, provide a better framework for holding leaders to account. Governors are undertaking more regular visits to the school to gather information on how well the school is doing.

You have worked closely with other senior leaders to devise a detailed school improvement plan. This identifies appropriate actions and makes it clear who is responsible for leading actions and evaluating their effectiveness. Consequently, governors are beginning to be able to hold senior leaders to account for the rate of implementation of the school's improvement plan. Nevertheless, the lack of milestones or measures of success relating to pupils' progress makes it difficult for governors to be able to check the extent to which actions are having a positive impact on pupils' learning.

During the inspection, it was found that, while senior leaders undertake the appropriate checks on the suitability of new members of staff, not all of the required information was transferred to the school's register. This was remedied prior to the end of the inspection.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority adviser has provided effective support to the school. He has worked closely with the local authority officer, who is responsible for governance, in supporting governors during and after the external review of their work and the review of how the school spends the pupil premium. This has led to governors taking a more considered approach to how they use the pupil premium to benefit individual pupils.

The local authority adviser has a clear understanding of the strengths and areas for development in the school. He has brokered support from Forest Glade Primary School. This has helped to strengthen the teaching of phonics, which resulted in a marked improvement in the proportion of pupils who met the required standard at the end of Year 1 in 2015.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Nottinghamshire.

Yours sincerely

David Carter  
**Her Majesty's Inspector**