



Kirklevington Primary School

Inspection Report

Unique Reference Number 111565
LEA Stockton-on-Tees
Inspection number 278719
Inspection dates 29 June 2006 to 30 June 2006
Reporting inspector Mr Geoffrey Cooper

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

Type of school	Primary	School address	Forest Lane
School category	Community		Kirklevington
Age range of pupils	3 to 11		Yarm, TS15 9LX
Gender of pupils	Mixed	Telephone number	01642 781261
Number on roll	149	Fax number	01642 781261
Appropriate authority	The governing body	Chair of governors	Mr Martin Greenwood
Date of previous inspection	1 January 2000	Headteacher	Mrs Kathryn Storry

Age group 3 to 11	Inspection dates 29 June 2006 - 30 June 2006	Inspection number 278719
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kirklevington Primary School lies in a village, close to the Teesside conurbation. The school's roll is currently declining. Few pupils join the school at other than the usual time but the number leaving school at other times is relatively high. Local data show this to be an area of educational advantage. Attainment on entry to school is higher than that normally expected. No pupils learn English as an additional language and almost all come from a White British background. Currently no pupil takes a free school meal. The incidence of learning difficulties and/or disabilities is low, although the proportion of pupils with a statement of special educational need is a little above the national average. All classes contain pupils from two year groups. The school has experienced an extended period of uncertainty about staffing since the retirement of the previous headteacher. Governors have appointed a new headteacher due to be in post shortly.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Overall effectiveness is good and the school provides good value for money.

The school's significant strengths include outstanding test results when compared with results nationally. This is the result of good progress, building well on children's good start in the Foundation Stage. Pupils achieve well. A safe and caring environment encourages pupils to follow a healthy lifestyle. They are well prepared for the next step in their education. Children start school eager to learn and good teaching makes the most of this. An area of parental concern is the challenge of teaching pupils in mixed age classes, made necessary by a falling roll, but on the whole, this has had little impact on their children's achievements. The personal development of pupils is nurtured well and they enjoy their learning. This is reflected in attendance which is consistently better than average and in good behaviour. Progress is tracked efficiently, although the information is not yet used to its full extent for precise target-setting.

Arrangements for health and safety and child protection are clearly documented, though not all staff are fully up to date with current requirements. The school has gone through a long period of uncertainty in its leadership which affected parental confidence, although most parents now express strong support for the work of the acting headteacher. Governors are committed to the work of the school but their plans and strategies have not yet fully resolved the concerns of some parents. Given its success in resolving the key issues of the previous inspection (improving provision and standards in Key Stage 1), balanced by the issue of relationships with parents, the school has good capacity to improve.

What the school should do to improve further

- Ensure that when teachers are working with the whole class, activities match all the pupils' abilities.
- Build a more effective partnership with parents to raise confidence in the work of the school.
- Refresh school training for child protection.

Achievement and standards

Grade: 2

Pupils achieve well and standards are outstanding. The school sets very challenging targets. Traditionally these are met, although current school data suggest some narrowly missed targets this year. In 2005, national test results were well above the national average, with all pupils achieving the standard expected for their age at seven and eleven years and an outstanding proportion gaining the higher levels possible for their age. Given pupils' higher than average level of attainment on entry to school, this represents good progress overall. The school is aware that performance in science was not as strong as that in other subjects. Even so, standards were better than the national average. Action is being taken to further develop work in science. Progress is good in the Foundation Stage, satisfactory to the age of seven and accelerates again to the

age of eleven. This matches the quality of teaching in different parts of the school. The progress made and standards achieved are a mark of the pupils' eagerness to learn. Currently, the work seen and discussions with pupils show that all progress well. These include those pupils identified as having learning difficulties and/or disabilities who usually achieve standards expected for their age.

Personal development and well-being

Grade: 2

Personal development, including pupils' spiritual, moral, social and cultural development, is good. Pupils develop positive attitudes to learning and good personal and social skills. They understand the importance of exercise and a sensible diet in being healthy, and are aware of the need to be safe in and outside of school. Pupils also gain confidence in their dealings with others. They are proud of the contributions they make to the school community and feel that, through the school council, they have a say in decisions that affect them, such as having a friendship bench in the playground. In lessons, pupils generally behave well and try hard with their work. A small number of pupils said they have been bullied in school but say that, if recent, it has been sorted out to their satisfaction. This has not affected their enjoyment of school or attendance figures, which are above average. Pupils of all ages talk enthusiastically about the activities they enjoy best, such as sports, school dinners and making friends. As they get older, pupils gain a sound knowledge of their own and other cultures and understand the need for tolerance in a multicultural society.

Quality of provision

Teaching and learning

Grade: 2

Good teaching promotes good learning overall. In the Foundation Stage, where teacher and learning support assistants work closely, a range of exciting, practical activities ensure that children get off to a good start and enjoy learning. In Years 1, 2 and 3, the teaching is satisfactory and pupils' progress is steady rather than good. However, the pace picks up again in Years 4, 5 and 6, where teachers use questioning skilfully to assess what pupils know and to prompt their thinking about concepts or issues. Parents' concerns about mixed-age classes are largely unfounded. However, when teachers are working with the whole class, often at the beginning of a lesson, activities do not sufficiently match the needs of all pupils and teaching assistants are not always effectively deployed. This is not the case when pupils work in groups or independently. In this part of lessons, work is appropriately challenging and teaching assistants make a significant contribution. A strength of the teaching throughout the school is that teachers' marking in English and mathematics lets pupils know what they have to do to improve, giving them praise for accuracy and effort. When this is combined with clearly explained learning objectives, pupils understand the focus of lessons.

Curriculum and other activities

Grade: 2

The curriculum is good overall. It meets requirements, giving pupils the opportunity to achieve well through the acquisition and use of basic skills in literacy and numeracy. An effective response is made to national and local initiatives. The lack of a computer suite restricts the opportunity to teach information and communication technology (ICT) to whole classes. The school endeavours to compensate by capitalising on its good relationship with the main feeder secondary school, using its ICT facilities. The quality of some of the work from this is good and so overall provision is satisfactory. This inter-school link also supports good provision for gifted and talented pupils and another valuable initiative is the teaching of French through 'virtual' lessons. A good range of visitors and visits out of school further enriches provision. Some parents believe not enough is done to provide out-of-school activities but discussions with pupils reveal their participation in football and other clubs. The school successfully promotes the personal and social development of pupils.

Care, guidance and support

Grade: 2

The school provides good quality care and guidance for its pupils. All relevant procedures for safeguarding pupils and ensuring their health and safety are in place, and it is intended that further training in child protection will bring staff up to date. Pupils say that they feel safe in school. Parents are of the same opinion. The emphasis given to developing citizenship skills is instrumental in preparing the oldest pupils for the next stage of their education and for life outside of school. Academic care and guidance are improving with the introduction of systems for tracking how well pupils do from one year to the next though the school is only just beginning to do this from Foundation Stage through to Year 6. However, the system enables teachers to identify pupils who are making better or worse progress than expected and provide the support or challenge needed.

Leadership and management

Grade: 2

Leadership and management are good overall. Despite the school's previous extended period of uncertainty within its leadership, the school has done well to maintain standards and provision. Parents also acknowledge the strong contribution of the acting headteacher but some continue to express concerns about the school's direction. Self-evaluation is generally good. Effective tools for management are being developed but, the school improvement plan is not yet sufficiently incisive to drive the school strongly forward. However, performance management provides staff with the support necessary to develop their professional skills.

Governance is satisfactory. Governors are committed to overseeing their statutory requirements. They have made moves to resolve the concerns of an articulate minority

of parents but these initiatives, including a fine and informative website celebrating the school's successes, have not yet resulted in a high level of satisfaction.

Good progress has been made in improving overall provision and standards in Key Stage 1, the main issue of the previous report. Overall, the capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the pupils of:

Kirklevington Primary School

Forest Lane

Kirklevington

Yarm

TS15 9LX

29 June 2006

Dear pupils

Thank you for the welcome shown to us during our recent visit to your school. We thoroughly enjoyed looking at your books, visiting lessons and talking to you.

Your results in Year 2 and Year 6 national tests have been outstandingly good in recent years and we hope that you will continue to work hard so that continues. Some of your success is because you are eager to learn, behave well and attend school regularly. Some of it is also due to the good teaching you receive and all the care you are shown by staff. You told us that you feel happy and safe in school and that helps you to learn well.

There is much that is good in your school. We have asked it to try and make things even better by making sure you are all working hard as you can, especially when you are all working together as a class. We have also asked your school to continue working with your parents so that they all know what a good school this is.

It was good to see you so happy and well settled. You told us that although work was sometimes easy you feel you are achieving well. We agree. We also feel, as you do, that the school council is making a good contribution towards school life. Well done!

Yours sincerely

Geoff Cooper

Lead inspector