



Kirmington Church of England Primary School

Inspection Report

Unique Reference Number 118014
LEA North Lincolnshire
Inspection number 280214
Inspection dates 4 April 2006 to 4 April 2006
Reporting inspector Mrs Kathleen Yates

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

Type of school	Primary	School address	Kirmington
School category	Voluntary controlled		Ulceby
Age range of pupils	3 to 11		DN39 6YP
Gender of pupils	Mixed	Telephone number	01652 688451
Number on roll	36	Fax number	01652 688451
Appropriate authority	The governing body	Chair of governors	Mrs Karen Pickering
Date of previous inspection	1 November 2000	Headteacher	Mrs Elizabeth Lockwood

Age group 3 to 11	Inspection dates 4 April 2006 - 4 April 2006	Inspection number 280214
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Kirmington is a much smaller than average primary school. All pupils are white British. The proportion of pupils eligible for free school meals is below average. When children join the school their knowledge and skills are average for their age. The proportion of pupils with learning difficulties and/or disabilities is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Kirmington School provides a satisfactory standard of education. For the most part, this is also the school's view of itself. Teaching and learning are satisfactory and pupils make satisfactory progress, achieving average standards by the ends of Years 2 and 6. Assessment procedures are satisfactory. Pupils' behaviour, attitudes and personal development are all good and lead to the school's friendly ethos, much appreciated by parents. The curriculum is satisfactory. The care pupils receive is good, and the support and guidance they receive are satisfactory. Teachers do not set targets regularly enough and consequently pupils are not clear about what they should do to improve their work. Resources to support teaching and learning have improved; for example, the library and information and communication technology (ICT). The school is now an attractive place for pupils to learn. Foundation Stage provision is satisfactory, and children make satisfactory progress in all areas of learning.

The last inspection recommended a number of improvements. These have mostly been dealt with, but more needs to be done to improve writing. Leadership, management and governance are all satisfactory, rather than good, as the school judges. Monitoring and evaluation of teaching and learning are not carried out rigorously and the school needs a clearer understanding of the progress children make to be able to help them achieve more. The school views its improvement as good but inspection evidence shows it is only satisfactory. However, the school has a good capacity to improve further and, given the current standards and achievement, the school is providing satisfactory value for money.

What the school should do to improve further

- Continue to work on raising standards, especially in writing.
- Raise expectations of pupils' achievement throughout the school by more rigorous monitoring of standards.
- Set clear, individual targets more regularly so that pupils and their parents know what the pupils have to do to improve their work.

Achievement and standards

Grade: 3

On entry to the Reception class, attainment is average. By the end of the year, most children have made satisfactory progress and reach the expected standards in all areas of learning. Achievement is satisfactory. The standards pupils attain overall are average but vary considerably from year to year because there are very small numbers in year groups. For example, in 2005 there were only five pupils in Year 2. They did well in mathematics, especially at the higher Level 3, but they did less well in reading and no pupil achieved the higher Level 3 in writing. Overall standards for the nine pupils in Year 6 were at the expected level and showed a marked improvement on the previous year. Pupils achieved slightly better than expected in English, close to the national average in mathematics and slightly below average in science. Most pupils met their

targets and made satisfactory progress. Pupils with learning difficulties and/or disabilities achieve as well as their peers. Current work in lessons indicates that no pupils are likely to attain the higher Level 3 at the end of Year 2. Action to raise standards and achievement is set out in the school's improvement plan but the focus on writing is not sharp enough.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils like coming to school. Relationships are very good and pupils are well behaved. They enjoy their lessons and are eager to take part. Attendance is above average.

Children settle well in Nursery and Reception classes. Pupils learn to follow rules. They are keen to take on responsibilities and know how to keep themselves safe. Pupils' spiritual, moral, social and cultural development is good. They are polite and friendly to visitors and understand how their behaviour and attitudes affect others.

The school supports many charities and this helps pupils to understand their social responsibilities. For example, they have raised funds to support immunisation projects to save children's lives in Niger and Madagascar. The school council takes its duties seriously and has helped to draw up plans for a sensory garden. Pupils enjoy a range of fruit at break time and understand that they need to take regular exercise to stay fit. They develop a good range of computer skills. The pupils are well prepared for the next stage in their education and for their future economic well-being. For example, on a visit to the local supermarket pupils learned how bar codes work and used tills to record their purchases.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Relationships between teachers and pupils are very good and classrooms provide a stimulating and attractive environment for learning. In the good lessons, the pace of learning is brisk and activities are varied and interesting. As a result, pupils are keen to learn and make good progress. Teaching assistants make a strong contribution to learning by their support for pupils with learning difficulties. Where the pace of learning is slow, lessons do not challenge the pupils sufficiently to enable them to make better than satisfactory progress. This is often because pupils are not being involved enough in the lesson; for example, in reading the instructions for activities they are to pursue.

The marking of pupils' work is helpful and often tells pupils what they need to do to improve. The school has identified areas of weakness in pupils' work; for example, spelling and writing, and has flagged these up for the teachers, but there is not enough challenge in the targets which are set to ensure that pupils make progress that is better than satisfactory.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in all stages. There has been a major drive to improve mathematics. This has been particularly successful but the school has yet to develop writing in a similar way. The school has improved the use pupils make of ICT to support learning in other subjects. There is a suitable range of after school clubs, which parents greatly appreciate. The clubs involve sport, music and other creative activities. Visits and visitors to the school support pupils' learning, for example about other religions and countries. Pupils are learning to speak French, and studies of the Chinese New Year enrich their knowledge of other cultures and lifestyles.

Care, guidance and support

Grade: 3

Care, guidance and support for learners are satisfactory. There are real strengths in the pastoral care of pupils and parents appreciate the way in which staff promote their children's safety and give them good guidance about how to remain healthy and happy in school. Child protection arrangements are understood clearly and reviewed regularly. Pupils are confident they can talk to an adult if they have any concerns. Risk assessment is done carefully. Any pupil at risk is identified early and support arrangements are put in place. Pupils with learning difficulties and/or disabilities are well cared for and supported. There is some weakness in the support pupils receive for their learning. The school does not set clear targets which are regularly updated to show pupils and parents what they need to do next to improve their learning. Consequently, some pupils do not achieve as well as they might.

Leadership and management

Grade: 3

The headteacher is new to headship and in a short time has brought about many improvements, particularly in the school's accommodation and resources. There is good teamwork among all the staff and governors. The allocation of most responsibilities has fallen largely on the headteacher since the two additional teaching staff are recently qualified or part time. The school's self-evaluation is satisfactory overall, but lacks the regular and rigorous monitoring of teaching and learning which is necessary to improve teaching, learning and pupils' progress.

Professional development has made all staff become more proficient in teaching ICT. Writing remains the key area for improvement. The school knows this but has yet to set out clearly how the necessary changes are to be made and how pupils and their parents can contribute to those changes. Governors are supportive of the school and have a clear view of its strengths. However, they do not yet challenge the school sufficiently or monitor the progress in its priorities rigorously. Day-to-day management is effective and parents are very pleased with the school's work. There is a clear vision and determination and the school has good capacity to improve further.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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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The Children

Kirmington C of E Primary School

Kirmington

Ulceby

DN39 6YP

4 April 2006

Dear Children

As you know, I came to your school recently to carry out an inspection. This letter is to thank you for the warm welcome you gave me and for helping me with my work, and to let you know what I found out about your school.

This is what I liked about your school.

You receive a very warm welcome from all your teachers so that you are happy in school and enjoy your work.

Your teachers work hard and are constantly trying to improve the school for you.

The school encourages you to be fit and healthy and you are learning how to stay safe.

You are making good use of computers to help your learning in all subjects.

This is what I have asked the school to do now.

Help you to improve your writing.

Check more closely at the progress you are making.

Provide you with individual targets so that you and your parents understand what you need to do to improve.

All my good wishes for your future at school.

Yours faithfully

Kathleen Yates

Lead inspector