



Kinoulton Primary School

Inspection Report

Unique Reference Number 122651
Local Authority NOTTINGHAMSHIRE
Inspection number 292466
Inspection date 16 October 2006
Reporting inspector Patricia Cox

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

Type of school	Primary	School address	Main Street
School category	Community		Kinoulton, Kinoulton
Age range of pupils	4-11		Nottingham, Nottinghamshire NG12 3EL
Gender of pupils	Mixed	Telephone number	01949 81203
Number on roll (school)	109	Fax number	01949 81477
Appropriate authority	The governing body	Chair	Mrs Sheila Hill
		Headteacher	Mr John Savage
Date of previous school inspection	4 March 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The pupils in this small school are all of White British background and have English as their first language. The proportions of pupils with learning difficulties or who are entitled to free school meals are below average. Many pupils come from relatively advantaged backgrounds and their attainment on entry to the school is above national expectations. Few pupils leave or enter the school after Reception in most years, although the numbers increased by 10% in September because a local school had closed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which provides excellent value for money. The headteacher provides extremely good leadership and management and has very high expectations about what can be done. Self-evaluation is exceptionally thorough, although the school's assessment of itself as good is too modest. The work of the school is monitored very rigorously and highly relevant points for development are identified. There is a common sense of commitment and purpose and staff carry out their leadership responsibilities thoroughly. The school is in an excellent position to improve in the future.

Pupils' achievement is exceptional. Children make good progress in Reception and standards are well above national expectations by the time they enter Year 1. Pupils make the expected progress in Years 1 and 2, and standards are well above national averages in English, mathematics and science at the end of Year 2. Progress accelerates through the junior years and standards are exceptionally high by the end of Year 6. Standards in writing lag behind those in other subjects. Results reflect the frequently outstanding teaching. Teachers build carefully on pupils' knowledge and understanding. Because relationships are so good, lessons progress rapidly and the teachers use their wide subject knowledge to ensure that pupils' tasks are set at the right levels for their ages and abilities. Pupils respond by concentrating extremely hard and trying their best.

Provision for pupils' personal development is outstanding. The consistent procedures for promoting moral and social development work extremely effectively, so behaviour is excellent and pupils are extremely well adjusted and treat others with respect. There are very few incidents of boisterousness or bullying. Pupils say that if these were to occur, they are confident that they would be dealt with immediately.

There are good arrangements for pupils to make a contribution to the life of the school and the community, through the work of the school council and links with charities. The school council has been involved in the exceptionally effective initiatives to ensure that pupils know how to be safe and to live healthily. Pupils apply what they know extremely well in their lives. Pupils take seriously the many responsibilities they have and enjoy the many opportunities the school gives them to express their views. Consequently, they grow into articulate and mature individuals with many skills who are ready for the next stage of their education.

The curriculum is good and meets the needs of all pupils. There is an exceptional range of visits, visitors and activities outside the school day. The personal, social and health education programme enables pupils to make sensible choices regarding their own lives and the hazards they may face. The curriculum is particularly strong in teaching pupils about their own and European cultures. The school takes good care of its pupils and exceptional care of their health and well-being. Academic guidance for pupils is satisfactory and there have been good developments recently in setting targets for pupils and in the marking of their work in English. Work is yet to begin on extending these procedures to other subjects.

What the school should do to improve further

- Raise standards in writing for the older pupils so that they are closer to those in reading.
- Extend the school's target setting and marking strategies in English to other subjects.

Achievement and standards

Grade: 1

Children in Reception make good progress and their standards at the beginning of Year 1 are well above average. Results were well above average at the end of Year 2 in 2005 and 2006. At the end of Year 6, standards were well above average in 2005. They were exceptionally high in 2006 and the very challenging targets were exceeded in all areas but writing. Over half of pupils reached the higher than expected level 5 in all subjects and over 80% did so in science. Pupils continue to work at this very high level. The school has already identified writing as an issue and has been working hard to raise standards. Results over recent years have indicated that pupils have made outstanding progress, as was the case in 2006.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy their time in school and their attendance is exceptional. Provision for their spiritual, moral, social and cultural development is excellent. Their spiritual and cultural development has some outstanding features, such as in the way the school promotes pupils' knowledge of European cultures through a special project. There is less emphasis on the contribution that people from other cultures have made to British life. The school has high regard for pupils' opinions, sometimes discovered through questionnaires, and positive action is taken about the outcomes. The school council has been very closely concerned with improvements in school meals, to provide fruit for all and in moves to encourage pupils to bring healthy snacks. The new pupils have been helped by others to settle successfully.

Quality of provision

Teaching and learning

Grade: 1

Teachers plan their lessons most carefully for the range of ages and abilities in the classes so that the pupils learn rapidly and make outstanding progress. Lessons are interesting. Teachers use questions extremely well to promote thinking, to assess learning and to involve all pupils. Paired discussions enable pupils to explore their own ideas in depth. Teaching for the children in Reception ensures that they build well on the positive start they have from home and the activities are different from those of

the pupils in Year 1 in the same class. Classrooms are mostly attractive environments, helping to stimulate the pupils' interest and great desire to learn. Teaching assistants are prepared well for their work with target groups and individuals and make a strong contribution to those pupils' rapid progress.

Curriculum and other activities

Grade: 2

Teachers have clear guidance about how to teach the skills in each subject for each age group in the class. There is an outstanding and imaginative range of activities outside the school day. Consequently, pupils progress extremely quickly both academically and personally. The school has close links with others, through which it has the equipment to give rowing lessons before the start of the day, and the expertise to teach French to all juniors. The quality of provision for pupils with learning difficulties leads to their exceptional progress. Their individual education plans are written in a way they can understand and pupils contribute to them. Information and communication technology (ICT) is used well in almost all subjects except design and technology (DT) and physical education (PE). Time is not used as efficiently as it could be, and therefore some subjects receive less attention than they might.

Care, guidance and support

Grade: 2

The school has exceptional regard for its pupils' health, welfare and emotional well-being. Pupils report that they feel safe in school and that there is an adult they can confide in if they have worries. Child protection procedures are rigorous and all necessary checks have been carried out. Academic guidance for pupils is satisfactory and procedures have been developed well recently. There is a good system for setting targets for pupils in English. They are familiar with these and know what they are expected to do next. Marking of their written work in English is very clear, showing them how well they have done and what they need to do to improve. There are few targets in other subjects and marking, although mainly satisfactory, is not as well developed.

Leadership and management

Grade: 1

Leadership and management are excellent. The headteacher has built well on the work of an already effective school. Although standards are exceptional, there is no hint of complacency and expectations are very high. The school has an extremely clear understanding of where improvement is needed. Planning for improvement is thorough, although the targets to show how successful actions have been are not always as precise as they could be. Action taken to tackle the school's priorities has a significant positive impact, and is reviewed and evaluated frequently through the year. Subject leaders use their assessments of pupils' progress well to judge whether standards are high enough and identify areas for improvement in their areas.

Governors fulfil their role exceptionally well and their involvement in monitoring and evaluating the impact of developments is extremely good. Links with parents are good and their views are sought on a regular basis. A few parents expressed concerns about communication with them. The school sends regular newsletters, as does the governing body, whose communications are very informative. There are termly parents' meetings and other good opportunities for them to contact the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 October 2006

Dear Pupils

Kinoulton Primary School, Main Street, Kinoulton, Nottinghamshire, NG12 3EL

I enjoyed my visit to your school and particularly my discussions with you. I thought you might like to know what I found out about your school.

I think you're very lucky to go to such a brilliant school and I agree with you when you say your teachers are nice to you. They teach you exceptionally well and so you make outstanding progress with your reading, mathematics and science. But many of you, especially the older ones, could do better with your writing. The school gives you lots of opportunities to use the computers and other equipment but I'm asking your teachers to help you to use these in design and technology and physical education as well.

I noticed how particularly well you behave and how sensible you are around the school and in the playground. You get on really well and the school council is helping to make the school a better place, such as by improving the toilets. The school takes really good care of you and there's always someone to talk to if you're worried or upset. I liked the way you have your reading and writing targets and the way teachers mark your writing shows you how well you're doing. So I have asked the school to help you even more by doing this in other subjects.

Your headteacher and the staff do an excellent job in running the school. Thank you very much for the way you looked after me and helped me while I was with you.

Best wishes

Mrs Pat Cox

(Inspector)