

# Kimberley Primary School

## Inspection report

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<b>Unique Reference Number</b>	122706
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314369
<b>Inspection dates</b>	3–4 December 2008
<b>Reporting inspector</b>	Martyn Groucutt

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	134
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Marice Hawley
<b>Headteacher</b>	Mrs Jennifer Dovey
<b>Date of previous school inspection</b>	31 January 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Swingate Kimberley Nottingham Nottinghamshire NG16 2PG
<b>Telephone number</b>	0115 9385050
<b>Fax number</b>	0115 938075

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<b>Age group</b>	3–11
<b>Inspection dates</b>	3–4 December 2008
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Kimberley Primary School is a smaller than average school and most of the pupils come from the local community of Swingate, part of Kimberley in Nottinghamshire. Virtually all pupils are of White British heritage and all speak English as their first language. The proportion of pupils identified with learning difficulties and/or disabilities is close to the national average. The proportion qualifying for free school meals is above the national average. The Early Years Foundation Stage (EYFS) is provided for through a 52 place Nursery and one Reception class. The attainment of pupils when they enter the Nursery shows a wide variation, but is generally below the levels expected nationally for three year olds. The headteacher joined the school in April 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Kimberley Primary is an improving school that correctly judges overall effectiveness as satisfactory. The headteacher and senior leadership have created a team approach in which all staff contribute to raising achievement and standards after a period of instability prior to the appointment of the current headteacher. Governance, like the leadership and management, is satisfactory. The school is developing strengths, such as the quality of the education in the EYFS. It is a caring school where adults and children value each other within a safe environment and partnerships support well-being.

Academic achievement is currently satisfactory, but has been variable in recent years. Children do well in EYFS so that when they enter Year 1 standards are average for the age of the children. In most years progress is good so they enter Key Stage 2 above the national average, although last year's small cohort had a high number of pupils who had learning difficulties, so they remained around the national average. Targeting of individuals is now supporting their good progress. Key Stage 2 performance has been more mixed, reflecting the instability of recent years. However, data produced by the Local Authority shows that the latest cohort, which has gone through Years 5 and 6 under the now more effective leadership, has produced stronger results that are around or above the national average at Level 4. However, there are still too few pupils reaching the highest grades and in Key Stage 2 boys continue to under-perform. The appointment of a learning mentor is helping address these issues. Pupils with learning difficulties and/or disabilities are identified effectively and provision is good, supporting good progress. However, the identification of the gifted and talented is less effective, being based only on literacy, numeracy and information and communication technology (ICT) rather than including wider criteria. Skills to support future economic well being are satisfactory.

Curriculum and teaching are satisfactory and improving. Better use of data now shows teachers the progress made throughout the year by each of their pupils. This is enabling the curriculum to match pupils' needs and aspirations. Strengths of teaching are the team work between teachers and teaching assistants, and support for pupils with learning difficulties and/or disabilities.

Personal development is satisfactory, with generally good behaviour, especially among the older pupils, and a good range of activities in which pupils participate with enthusiasm. This is supported by satisfactory care, guidance and support. Pupils understand about being safe and healthy, and enjoy making a contribution to their community. They enjoy school, which supports good behaviour and attendance. However, pupils have insufficient understanding of different cultures, ethnicities and religions in contemporary Britain. The quality of current leadership and management, effectiveness of self-evaluation and current evidence of rising standards reflects satisfactory capacity for improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the EYFS is good, as is leadership and management. The staff team work effectively focussing on the needs of the children. As a result of very good relationships the children settle in quickly and parents are appreciative of the commitment shown to their children. They enter with a wide range of ability, but most have weaker levels of skills, knowledge and understanding than those expected nationally. As the result of good teaching and well organised activities

children reach the level broadly expected nationally by the end of Reception. They make good progress in all areas, both in their academic skills and in the area of personal, social and emotional development. They start to develop a good understanding of being healthy and keeping safe. The children feel secure and learn to work and play together, showing great enjoyment in their work, although a few continue to display challenging behaviour as they move into Key Stage 1. Accommodation is of good quality both indoors and out, and there is a good range of stimulating equipment. As a result children thrive from the day they start school.

### **What the school should do to improve further**

- Increase numbers reaching the highest levels at the end of Key Stages 1 and 2 by refining systems and teaching to identify and challenge the more able.
- Continue to address the under-achievement of boys in Key Stage 2 by utilising strategies and resources that address the ways in which they learn best.
- Develop effective ways of identifying gifted and talented pupils by looking beyond measurement based only on literacy, numeracy and information technology.
- Increase awareness and understanding of different ethnicities, cultures and religions in contemporary Britain.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

After good progress in the EYFS pupils enter Year 1 performing around the level expected for their age. By the end of Year 2 standards have usually been just above the national expectation, although the small cohort in 2008 had standards that were average. This group contained a high number of pupils with learning difficulties and/or disabilities. As a result of targeted interventions school data shows this group is now raising its achievement. There was a drop in overall attainment in Year 6 in the last validated results in 2007, together with a generally more mixed pattern of achievement over the years since the last inspection. Considerable instability in staffing has affected these groups, a situation that has now been resolved. Data on the performance of the Year 6 pupils in 2008 showed a strong recovery from the dip in the previous year in all areas, particularly in science, making standards broadly average. The number achieving Level 4 was the best for several years in each subject. However, the number achieving the higher levels remains too low. The school has recently introduced a series of strategies and interventions based around a more effective use of data to track individual progress and this is supporting rising levels of attainment. The performance of boys in Key Stage 2 is a particular concern and the school is now linking this into developments in the curriculum.

## **Personal development and well-being**

### **Grade: 3**

Pupils enjoy coming to school and behaviour is generally good, although that of a few pupils in Years 1 and 2 is challenging. Older pupils show good skills in working together and supporting each other, helping to promote enjoyment of learning. Pupils fully support the new behaviour policy which penalises unacceptable behaviour, but also rewards positive aspects that might be observed throughout the day. Pupils feel safe and incidents of bullying and racism are rare, although if they occur, pupils say they are dealt with effectively. They are encouraged to eat

healthy meals produced by an excellent school kitchen, and a range of sporting activities promote healthy exercise. Pupils make a satisfactory contribution to the community in a variety of ways. The school council is an effective body whose views are taken seriously and there is a good variety of clubs to which most pupils belong. Preparation for future economic well-being is satisfactory and promoted through literacy, numeracy and ICT skills. Spiritual, moral, social and cultural development is satisfactory, although there is limited evidence of pupils' understanding of other cultures, ethnicities and religions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is currently satisfactory and improving, which is now having a positive impact on standards. Since her arrival the headteacher has implemented effective systems for promoting professional development that sustains this improvement and has created a team approach. Teachers are increasingly confident in using data and planning their lessons so that information on the progress of individual pupils is taken into account. The ability to use this information for tracking and identifying individual needs is being strengthened further through more training. Progress is supported by good systems for marking pupils' work and effective target setting, shared with pupils. There have also been effective developments in the way in which teachers and teaching assistants work together to support individual pupil's learning. The school has started to look at strategies that will more effectively engage boys to address underachievement and to consider how teaching can better support the more able pupils to reach higher levels. Provision for pupils with learning difficulties and/or disabilities is effective, with the coordinator supporting teachers and teaching assistants so that these pupils make progress.

### **Curriculum and other activities**

#### **Grade: 3**

The required curriculum is in place and taught satisfactorily. It is enhanced through the effective use of ICT, such as interactive white boards in classrooms and a well used computer suite. The school is now starting to address the underachievement of boys in Key Stage 2 through analysing and utilising their preferred learning styles. A range of enrichment activities, such as 'Golden Time', helps to promote social and personal development and as a result many pupils work together well and learn effectively. Provision is enhanced by after school clubs and activities which the large majority of pupils attend. Such activities help to support the self-confidence and social awareness of pupils and this results in increased enjoyment and achievement. Pupils with learning difficulties and/or disabilities have good access to the curriculum. Currently teachers place too great a stress on literacy, numeracy and ICT in identifying pupils who are gifted and talented, so those displaying talents elsewhere, such as sport or the arts, are not necessarily being recognised currently.

### **Care, guidance and support**

#### **Grade: 3**

The provision for care, guidance and support is satisfactory. Teachers know the pupils well and many say they like their teachers and feel able to confide in them. A particularly effective appointment this year has been that of a learning mentor who supports the progress of specific

groups of pupils. These include a group with potential to achieve better results, but have failed to do so, reluctant boys and pupils who do not enjoy reading. He also supports teachers in their provision for gifted and talented individuals and is making a significant contribution to individual pupils. The school is a harmonious and caring environment and arrangements for safeguarding are robust. Pupils are rewarded for a range of achievement including attendance and success in academic and sporting fields. At the moment academic guidance is not quite as effective as that in pastoral areas because effective tracking of individual students has been limited. Marking is good and the policy, which helps pupils to identify how their work can be improved, is implemented effectively.

## **Leadership and management**

### **Grade: 3**

Leadership and management is satisfactory overall, although everyone acknowledges the positive impact of the current headteacher who has brought a clear focus to school improvement. After a period of instability since the last inspection her appointment in April 2007 has enabled the school to become focussed on the key areas such as raising standards and achievement. As a result the school is starting to show clear signs of improvement. She has created an effective senior leadership team with clear roles and responsibilities, although it has not yet existed long enough to maximise its effectiveness. The governing body, under the leadership of an effective Chair, is developing its ability to act as the critical friend and is committed to playing its full part in the process of school improvement. Community cohesion is satisfactory. At a local level parent and community governors are supporting school improvement. A global perspective is supported through activities such as fund raising for new medical facilities in Burkina Faso. The school offers satisfactory value for money and capacity for further improvement.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 December 2008

Dear Pupils

Inspection of Kimberley Primary, Kimberley, Nottingham, NG16 2PG

I am writing to thank you for the help you gave me when I visited your school recently. I really enjoyed my time there and the chances I had to talk with many of you. I was impressed by the way in which most of you behave and take care of each other. You get on well with your teachers and it was good to hear that you enjoy school and that you feel safe and able to learn.

Your school is satisfactory and your headteacher and teachers are working hard to make it even better. Teaching assistants and all the other adults in school also work hard and because they work well together there is a real commitment to improvement and to helping you do your very best. I have asked the school to do a few things that will help them in keeping up this improvement. In particular:

- to give work that is more challenging to those of you who are able to get the highest grades and marks
- to look at more ways in which they can identify and help those of you with a range of talents, such as in music or sport
- to help boys do just as well as girls in their work
- to help you understand more about the people in Britain who come from cultures, ethnic groups and religions that are different from yours

You are lucky to have such a good and committed headteacher and teachers, who want to do their best to help you to succeed. The school governors are also keen to play a full part in helping Kimberley Primary to improve. You can help by always trying your hardest and doing your best. Golden Time is an excellent way in which you are rewarded for positive attitudes and you told me you like these activities. The important thing is to do your best all the time so that you and your teachers can maintain the rising achievement and standards in your school.

Yours sincerely

Martyn Groucutt

Lead inspector