

Kirklevington Primary School

Inspection report

Unique Reference Number	111565
Local Authority	Stockton-on-Tees
Inspection number	325401
Inspection date	15 June 2009
Reporting inspector	Andrew Scott

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	121
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
Appropriate authority	The governing body
Chair	Mr Martin Greenwood
Headteacher	Mr Phil Thackstone
Date of previous school inspection	29 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kirklevington Primary School Forest Lane Kirklevington Yarm TS15 9LX
Telephone number	01642 781261
Fax number	01642 781261

Age group	3–11
Inspection date	15 June 2009
Inspection number	325401

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the consistency of teaching, especially in Key Stage 1 and in the provision for boys in writing, girls in mathematics and for more able pupils
- the influence of the recent curricular changes on literacy and information and communication technology (ICT)
- the effectiveness of the school's provision for community cohesion, including pupils' awareness of the UK and wider world.

Evidence was collected from observations of lessons, analyses of pupils' work, performance data, parents' questionnaires and the school's documentation, and from discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified, and these have been included where appropriate in this report.

Description of the school

This is quite a small school serving an area of relative advantage. Almost all pupils are from White British families and come from the immediate village and surrounding area. The pupil population is fairly stable. The number of pupils with learning difficulties and/or disabilities is below average. The Early Years Foundation Stage comprises a Nursery and Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with very high academic standards. Its positive ethos ensures that pupils do well not only in their work but also in their personal development. Despite some staffing difficulties, the school has maintained its momentum and the shared commitment among all staff to put the needs of pupils first.

The quality of teaching is good throughout the school, enabling all pupils to achieve well in all subjects, regardless of their capabilities or gender. Inspectors found that there were some minor disparities between groups of pupils but no consistent or significant patterns. Small year groups mean that standards are likely to fluctuate. From above average attainment on entry to Year 1, pupils reach standards by Year 2 that are above average and sometimes higher. By Year 6, standards are usually very high, compared with national standards. This year, standards in Year 6 have fallen a little partly because of the comparatively higher numbers of pupils with learning difficulties and/or disabilities. However, all groups of pupils make good progress in relation to their starting points. Standards in other year groups remain very high.

The curriculum is satisfactory. Basic skills are well promoted but there is not yet enough diversity and creativity in the lessons for pupils to blossom fully. For example, pupils' expression in writing is not enriched by enough interesting vocabulary. Pupils do not have enough opportunity to broaden their knowledge and acquire basic skills in the context of more practical activities. Teachers do not routinely provide enough interesting topics for pupils nor do they always introduce them well with skilled explanations and demonstrations. Some aspects of the curriculum are good, including the provision for personal, social and health education, and for pupils with learning difficulties and/or disabilities. There is a good range of activities beyond the classroom.

The school's contribution to community cohesion is satisfactory. Pupils have a good sense of citizenship within the school community. For example, many are happy to tend the garden at lunchtime. Interaction with the local community is good through such activities as designing the village play area. However, the school is aware of the need to promote this aspect fully by developing national and global dimensions, as well as pupils' understanding of diversity and shared values.

Pupils enjoy school and respond well in lessons. Their behaviour is excellent. They are caring towards one another, reflecting the good quality of care that staff provide on a daily basis. Pupils are particularly good at working together in lessons, keen to offer their thoughts and appreciating others' views. They are well aware of the need to lead a safe and healthy lifestyle, although the less healthy option at lunchtime can be hard to resist. Their spiritual, moral and social development is good. Pupils develop good self-esteem, although the school does not do enough to promote the spiritual dimension in assemblies. Cultural development is satisfactory. Pupils have limited knowledge about the multicultural aspects of life in the United Kingdom and overseas.

Strengths in teaching include classroom management. As a result, pupils concentrate and are keen to learn. Learning objectives are clear and there is usually a good level of challenge in lessons, although occasionally teachers' expectations of pupils are not sufficiently high enough, especially in view of their prior learning. Resources are often used well to enhance and consolidate understanding, or to prompt responses. Clothing and, in particular, hats were used in a Year 2 English lesson to encourage pupils to describe characters more aptly. Marking is

generally good. It provides useful advice about how to improve, together with pertinent, ongoing targets. Pupils appreciate these yet teachers do not do enough to follow up suggested improvements in subsequent work.

Parents are fundamentally pleased with the school's provision. A few have minor reservations, especially about the level of communication. The school is aware of this concern and is already addressing it and others. Most parents are complimentary. 'This excellent school,' was a typical comment, '...treats every child as an individual. It is lovely to see all children from all years mixing well and caring for one another.'

The leadership and management of the school, especially by the headteacher and governors, are good. All statutory requirements are met, including those for safeguarding pupils. The headteacher has ensured that, despite the high standards, there is no complacency and that there are good plans to develop further. Self-evaluation is good and the school is well aware of aspects to improve. For example, changes to strengthen the curriculum are already being considered. Senior staff appreciate the headteacher's commitment to their professional development, but they have yet to take full responsibility for evaluating and developing their areas of responsibility. The difficulties in staffing caused by absences have made it hard for senior staff to manage their areas of responsibility fully through monitoring and evaluation. Even so, the school is in good shape. The new staffing structure for the next term is well considered and makes the most of existing strengths. The school has addressed the issues well from the previous inspection and maintained its positive attributes. As a result, the school continues to provide good value for money and has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter Nursery with skills and abilities that are usually higher than is typical for their age, although sometimes they are average. They make good progress in all areas of learning so that, by the end of the Reception Year, they exceed the expectations for five-year-olds. This year, though, reading and calculation are less advanced. Children benefit from a good range of activities and their social skills develop well as they learn to play and work together. Teachers achieve a good balance between activities led by them and others in which children have greater independence to choose for themselves. However, when children are required to focus on the teacher for a long time with little individual activity, they find it difficult to maintain concentration. Teaching is generally good and pupils' welfare and personal development are promoted well. Through close observation and monitoring, staff compile an accurate record of children's learning and development. The outside learning areas are good, and soon to be improved to provide more opportunities for children to explore and investigate. Children are happy and secure, and get on well with adults. Behaviour is very good. Parents are happy with what is provided for their children and the ample opportunities to share information with staff. The leadership of Early Years Foundation Stage is in a state of transition but satisfactory. Changes are in hand to improve it through training and visits to examples of good practice to improve the day-to-day management.

What the school should do to improve further

- Develop a more diverse and stimulating curriculum in lessons that will enable pupils to broaden their knowledge and acquire basic skills in the context of more practical activities.
- Ensure that senior staff take more responsibility in evaluating and developing their areas of responsibility.

- Develop more fully the school's contribution to community cohesion so that pupils are more aware of the diversity in the United Kingdom and global communities, in particular.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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?	2
The capacity to make any necessary improvements	2

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?	3

Achievement and standards

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
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	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

16 June 2009

Dear Pupils

Inspection of Kirklevington Primary School, Stockton-on-Tees, TS15 9LX

I am writing to thank you for the welcome you showed to Mr Watson and me when we recently inspected your school. We enjoyed meeting you. We were grateful for all your comments about the school which, together with those of your parents, helped us to get to know your school better.

You go to a good school. You make good progress in both your work and your personal development. By the time you leave, standards are generally very high in all subjects because of good teaching and your hard work. You enjoy learning because teachers are helpful, both around class and in their marking. You mostly receive work that is challenging, not too easy and not too hard. You find lessons fun, but we feel that lessons could be much more interesting and exciting. We would like the school to make your work more varied so that you will gain more knowledge and learn how to use your basic skills more productively.

You all get on well together, which makes for a happy and positive atmosphere in and out of lessons. You are considerate of others and work together really well in class. We were very impressed with your behaviour, which we thought was excellent. We know that you are keen to lead a safe and healthy lifestyle, although it is hard to do this sometimes. You develop a good sense of right and wrong, and contribute well to the school through the school council. We would like the school, though, to make you more aware of the wider world, elsewhere in the United Kingdom and beyond.

Mr Thackstone, the staff and governors succeed in keeping your school in good shape. They have the right ideas to keep your standards high, and are keen to make the school even better. They know what the school does well and what could be improved. We would like all staff, though, to be more fully involved in the school's development so that all parts of the school operate as efficiently as possible.

I wish you all the best for the future.

Yours faithfully

Andrew Scott

Lead inspector