

Kimberley Primary School

Swingate, Kimberley, Nottingham, Nottinghamshire NG16 2PG

Inspection dates

5–6 December 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching is not consistent. In some year groups, pupils do not make the progress of which they are capable.
- Leaders do not consistently provide training opportunities to support teachers in improving the quality of their teaching and learning.
- Leaders do not provide teachers with precise feedback about the quality of teaching and learning. This means that they are not able to make rapid improvements in their practice.
- Some middle leaders do not yet have the skills and knowledge that they need to lead their subjects.
- Attendance has improved but it is not as good as it should be. Too many pupils, particularly disadvantaged pupils, are persistently absent.
- Teachers do not routinely have opportunities to share effective practice across the school to improve the quality of teaching and learning.
- Teachers' expectations of the quality of pupils' written work are not high enough.
- Teachers do not make enough checks that pupils have learned what they should during mathematics lessons. This means that pupils do not always understand their work fully and their progress stalls.
- Teachers do not use assessment information rigorously enough to set work that consistently challenges the most able pupils in mathematics.
- Governors do not yet have a clear enough understanding of pupils' progress so they can hold leaders fully to account for it.

The school has the following strengths

- Leadership of early years is effective. The leader provides a safe and vibrant space in which children learn. Children enjoy the range of learning opportunities on offer.
- Teaching assistants support pupils' broad range of needs effectively. They are attentive to pupils' specific needs.
- Pupils' behaviour and conduct around the school are good. Adults and pupils have positive relationships. The school values of 'kind, prepared and safe' are followed by all.
- The school's rich and varied curriculum engages pupils well. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils develop a good sense of British values.
- Pupils enjoy the range of clubs and activities on offer. Pupils are encouraged to take part in the life of the school.
- The leaders responsible for pupils who have special educational needs (SEN) and/or disabilities are effective. There is strong provision for pupils with specific learning needs.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that leaders:
 - provide training to support teachers in making the necessary improvements to the quality of teaching and learning
 - accurately check the quality of teaching and learning so that they can give precise feedback to teachers to help them improve their practice
 - provide middle leaders with regular training opportunities to develop their leadership skills fully
 - provide opportunities for teachers to share effective practice and to develop their teaching skills
 - provide the governing body with clearer information about pupils' attainment and progress so that governors have a full picture of achievement throughout the school.
- Improve the quality of teaching, learning and assessment and raise standards at the end of key stages 1 and 2 by ensuring that teachers:
 - use assessment information to set tasks that challenge the most able pupils, particularly in mathematics
 - set consistently high expectations across the school for the standard of written work across the curriculum
 - assess regularly what pupils are learning during lessons to ensure that pupils' misconceptions in mathematics are tackled promptly.
- Engage parents fully in discussions about the importance of daily attendance to improve pupils' overall attendance and reduce the number of pupils, particularly disadvantaged pupils, who are persistently absent.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have secured some improvements since the previous inspection, especially to the quality of provision and outcomes in early years. Actions taken by leaders to improve the quality of teaching throughout key stages 1 and 2, however, have not yet had the desired impact. This means that pupils do not make consistently good progress.
- Leaders do not monitor and evaluate the quality of teaching and learning robustly enough. The checks that they make do not pay sufficient attention to the progress made by groups of pupils. This means that leaders do not have a full picture of pupils' progress. Leaders' feedback to teachers does not always provide them with enough detail to help them adapt their teaching.
- Leaders do not provide enough opportunities for teachers to observe effective teaching in the school and elsewhere to improve the quality of their practice. This means that some teachers have not fully developed their teaching skills to ensure that pupils make rapid progress in lessons.
- Some middle leaders have not developed all the skills they need to lead their subjects. In their action plans, they do not always link the improvements needed to information about pupils' attainment and progress. Action plans do not show effectively how middle leaders will monitor actions and assess improvements. As a result, improvements to the quality of teaching and learning are not swift enough.
- The well-developed curriculum is rich and varied. Pupils enjoy learning about a range of subjects. For example, pupils in Years 5 and 6 enjoyed learning about mummification during the Ancient Egyptian civilisation. They have written playscripts about Egypt. Such activities have helped pupils to develop a full understanding of the topic in an interesting way.
- The curriculum is used well to develop pupils' spiritual, moral, social and cultural development. For example, pupils have learned about Islam and have written poems about anti-bullying. Pupils spoke in detail about the topics that they have learned.
- Leaders use performance management effectively. They set relevant targets that are linked to the school development plan. Actions for success are clear and leaders' methods of monitoring success are appropriate.
- The additional primary physical education and sport funding is used effectively. Governors know how the funding is being used. Sports coaches lead after-school clubs and train teachers in particular sporting activities such as basketball, squash and cricket. Pupils are encouraged to take part in broader aspects of school life. They enjoy the broad range of after-school clubs on offer.
- The school provides well for the large proportion of disadvantaged pupils through its allocation of pupil premium funding. For example, leaders have employed a play worker to develop disadvantaged pupils' speech and language skills. These pupils also attend a broad range of activities and additional learning groups that are funded through the pupil premium.

- The leaders responsible for pupils who have SEN and/or disabilities provide effective support for pupils. They have a clear overview of those pupils who need extra support. They check what pupils are learning in the additional teaching groups for pupils who have SEN and/or disabilities to ensure that they are making good progress. The leaders liaise effectively with a range of outside agencies to ensure that pupils' specific medical needs are met. They meet regularly with parents to ensure that parents are involved in their child's provision.
- Pupils have a comprehensive understanding of British values. They have visited the Palace of Westminster to see the government in action. Pupils told inspectors that they understood the importance of being able to vote. They acknowledge the importance of exercising their vote when they elect the school council.

Governance of the school

- The governing body carries out its statutory duties effectively. Governors check on the progress of leaders' actions towards meeting school development priorities. They have not, however, received clear enough information about pupils' attainment and progress to enable them to challenge leaders rigorously about the school's performance at the end of key stages 1 and 2.
- Governors are trained appropriately in safeguarding. The chair of the governing body, who is responsible for safeguarding, regularly views the school's checks on recruitment to ensure that they are rigorous and fit for purpose.
- Since the external review of governance, the governing body has evaluated governors' skills and expertise. It has ensured that governors attend relevant training to strengthen the skills of the governing body. Governors ensure that new governors receive induction training and have a mentor to support them. The increased expertise of the governing body means that governors are better able to check on the quality of the curriculum and, in particular, the school's provision to support pupils' spiritual, moral, social and cultural education.
- Governors have a clear understanding of how the pupil premium grant and physical education and sport funding are used.

Safeguarding

- The arrangements for safeguarding are effective. The school's record of staff and visitor checks is kept in order. The headteacher ensures that all staff receive relevant training to ensure that they are knowledgeable about the signs of abuse. All staff, including dining supervisors, know the policies and procedures to use if they have a concern about a child. Staff training is kept up to date.
- The headteacher has developed effective procedures so that staff are able to report any concerns that they have swiftly, using colour-coded forms. Pupils' records are well organised and clearly show the prompt actions taken by leaders.
- The premises officer ensures that the school site is safe and secure at key points throughout the day. All staff and visitors have appropriate checks before entering the

school. Pupils and staff know which adults need escorting around the building through colour-coded visitor badges.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not use assessment information consistently to plan pupils' learning. This means that they set tasks that do not provide sufficient challenge for the most able pupils in mathematics. For example, the most able pupils complete work that is similar to that set for lower attaining pupils. This means that they are not challenged and are not able to reach the high standards of which they are capable.
- Teachers do not consistently check on what pupils have learned during mathematics lessons. This means that they do not always adapt their teaching swiftly enough to deal with pupils' misconceptions. As a result, pupils do not make the progress of which they are capable in mathematics.
- Most pupils' workbooks show that the quality of written work is not consistent across the curriculum. Pupils are capable of presenting their work neatly but teachers do not always reinforce this expectation. For example, pupils' work in their weekly extended writing books is presented far more neatly than their work in their daily literacy books. Leaders acknowledge that this is an area for improvement.
- The teaching of reading is consistent across the school. Pupils use and apply their phonic skills well to decode unfamiliar words. Those pupils who require additional support have daily reading sessions with adults. Pupils enjoy reading and the opportunities that they have to select books from the well-stocked library. Teaching assistants also take individual and small-group phonic sessions for those pupils who need extra support. Pupils make good progress in these sessions.
- Disadvantaged pupils and pupils who have SEN and/or disabilities receive effective support from a range of adults. Pupils' specific needs are identified and additional support is put in place. For example, extra mathematics and English activities are provided for pupils.
- Teaching assistants provide appropriate support for the small number of pupils who have specific learning needs or complex medical needs. Teaching assistants are well trained and attentive to the needs of the pupils in their care. They manage pupils' specific medical needs carefully. They encourage pupils effectively, offering praise and support when needed.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teachers encourage pupils to be reflective learners. During assemblies, teachers ask them to think about 'the big question' such as, 'Is everybody good?' Class teachers encourage pupils to discuss such questions thoughtfully during their personal, social,

and health education lessons. Such questions develop the spiritual, moral, social and cultural aspects of pupils' learning well.

- Pupils who spoke with inspectors said that they feel safe and that bullying is rare. They expressed confidently that, on the rare occasions when behaviour is not as good as it should be, adults will always resolve any difficulties. This was confirmed by a range of pupils throughout the inspection.
- Pupils are taught how to keep safe online. They have regular opportunities in class to review online safety. They watch e-safety video clips and know that the school computers have a special filter to keep pupils safe from inappropriate information.
- Pupils enjoy the range of enrichment activities the school offers. For example, pupils participate in cross-country, craft club, computing, multi-skills, reading club and the choir on a regular basis.
- Elected members of the school council who spoke with inspectors said that they enjoy their role and responsibilities. They valued a visit to the Houses of Parliament and recognise that the council has an important role in the school.
- The vast majority of parents who spoke with inspectors were overwhelmingly positive about the headteacher, teachers and all other adults in the school.

Behaviour

- The behaviour of pupils is good. Leaders have reviewed recently the school's behaviour policy. Pupils who spoke with inspectors said that they enjoyed receiving the many rewards on offer. These include 'hot chocolate Friday', feeding the school's pet snake and being able to choose an activity as a class reward. Pupils like the opportunity to choose an activity from a 'menu', such as a visit to the park or a craft afternoon. Pupils enjoy making responsible choices about their rewards.
- Overall attendance is slightly below the national average. Leaders' actions are improving the overall rates of attendance and reducing the persistent absence of certain groups of pupils. The headteacher has brought this improvement about by using a member of staff with a special brief for improving attendance.
- The school celebrates regular attendance every week. The corridor display shows the weekly attendance of each class. Pupils who attend school regularly receive certificates. This is helping to promote improved rates of attendance.
- Pupils are pleased that their teachers pass on good news about their achievements daily to their parents using an online tool. Parents value this information, too. Pupils like to receive their online 'badges' of achievement.
- Pupils' conduct around the school is good. They are happy to talk to adults and treat everyone with respect. They clearly understand the school's values of 'kind, prepared and safe'. The headteacher has successfully worked with pupils, staff and the community to create a calm and caring school ethos.
- Vulnerable pupils receive a daily 'meet and greet' by an adult. This ensures that they have a positive start to the school day.

Outcomes for pupils

Requires improvement

- Pupils are not making consistently good progress throughout key stages 1 and 2. In particular, pupils do not achieve enough in key stage 1 to prepare them fully for the work they need to cover in key stage 2.
- In 2017, the proportion of pupils achieving the expected standard in the Year 1 phonic screening check fell slightly compared with that from the previous year. Since 2015, the proportion of pupils achieving the expected standard has been broadly average.
- In 2017, provisional information shows that the proportion of pupils reaching the expected standard in reading and writing at the end of key stage 1 was below the national average. Standards in mathematics were closer to the average for the proportion of pupils attaining the expected standard.
- Pupils' mathematics workbooks show that the most able pupils are not sufficiently challenged throughout the school. They are capable of achieving a higher standard. The proportion of pupils who achieved greater depth at the end of key stage 1 was in line with the national average. Attainment at the end of key stage 2 in mathematics was broadly average at the expected standard and slightly above the national average at greater depth. Pupils' progress in mathematics at the end of key stage 2 has improved over the last year and is now broadly average.
- In some classes, pupils' English books show that the standard of presentation is not as good as it could be. Teachers' expectations of how pupils will present their work are not high enough. Consequently, the standard of pupils' handwritten work across the curriculum is not good enough.
- Attainment in reading and writing at the end of key stage 2 in 2017 is broadly average at the expected standard. The proportion of pupils attaining greater depth in reading was above the national average. Pupils enjoy reading and are taught reading skills well. Pupils' progress in reading and writing is average by the end of key stage 2.

Early years provision

Good

- The early years leader is committed to raising standards for all children in early years. She is passionate about providing relevant and meaningful experiences for children. She leads her team effectively.
- The proportion of children achieving a good level of development by the end of early years in 2016 was above the national average. Historically, the proportion achieving a good level of development has been broadly in line with the national average or slightly above it. Children's workbooks show that from their different starting points, children in early years make good progress. The majority of children are well prepared for the next stage of their education in Year 1.
- Children in early years make a strong start to their school career. A key factor is because the classrooms are safe, interesting and vibrant places to learn. For example, children enjoy the range of equipment on offer during craft activities. They are encouraged to choose and use a range of equipment, such as scissors, glue and sticky tape, to create a collage. They are given interesting materials to stick together. This

means that children are engaged in their learning and focus closely on what they are doing.

- The early years leader ensures that her team is well trained. Staff are asked about their areas for development and these are readily dealt with by the early years leader. She ensures that staff are knowledgeable, confident and capable in their roles.
- The early years pupil premium grant is used well to develop children's speaking and listening skills. In Nursery Year, the play worker helps children to write their names. She focuses closely on developing children's pencil grip and their letter formation. She has positive relationships with children and they engage readily in the activities provided. She develops children's conversational and writing skills effectively.
- Across early years, parents are encouraged to join their children for learning activities. The early years leader invites parents to play and learn alongside their child while learning about Diwali, Christmas and Chinese New Year. Parents receive frequent updates about their child's learning.
- Children's workbooks show that they make good progress from their different starting points. Adults in early years regularly assess children's progress and keep records of children's learning across a broad range of activities. These records are shared with parents.
- Adults support children effectively to achieve their specific learning targets, including those who have SEN and/or disabilities. Some children also join additional learning groups to target their writing and number work. The early years team discusses children's progress regularly to ensure that activities provided meet their specific needs.
- Children in early years enjoy their learning and they are encouraged to be independent learners. The learning environment in early years is well organised and promotes independence. Children enjoy playing and learning with their classmates. With adult support, they help to tidy up and take responsibility for their belongings.
- Adults in early years are well trained in first aid. They know and understand the procedures should they have any safeguarding concerns.

School details

Unique reference number	122706
Local authority	Nottinghamshire
Inspection number	10031152

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Alison Gray
Headteacher	Lisa Turner-Rowe
Telephone number	0115 938 5050
Website	www.kimberleyprimary.org.uk
Email address	office@kimberley-pri.notts.sch.uk
Date of previous inspection	20–21 May 2015

Information about this school

- The proportion of pupils who come from minority ethnic groups is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The proportion of disadvantaged pupils is above the national average.
- The headteacher was appointed in September 2016. One deputy headteacher was appointed in September 2017.
- In 2016, the school did not meet the government's floor standards, which set out the minimum expectations for pupils' attainment and progress at the end of key stage 2.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed learning in 15 lessons. These observations covered all classes in the school. One of the observations took place jointly with the headteacher. The inspectors also scrutinised many examples of pupils' work.
- The inspection team held meetings with the headteacher, middle leaders, parents, governors and pupils.
- The inspectors looked at a range of documentation, including the school's development plan and its self-evaluation, policies and records related to safeguarding, and information about pupils' behaviour and attendance. Inspectors considered a range of documents related to governance.
- The views of 11 parents who responded to Ofsted's online questionnaire, Parent View, were considered. Inspectors considered seven responses to the free-text service for parents. They considered five responses to a staff questionnaire and 20 responses to the questionnaire for pupils.

Inspection team

Emma Nuttall, lead inspector

Her Majesty's Inspector

Stuart Edmonds

Ofsted Inspector

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