

Inspection of Kimberley Primary School

Swingate, Kimberley, Nottingham, Nottinghamshire NG16 2PG

Inspection dates: 14 and 15 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders of Kimberley Primary School have high expectations of pupils. Pupils are expected to be kind, be prepared to learn and ensure that everyone feels safe. Pupils know this and do their very best to live up to it.

Relationships are positive. Smiles are plentiful. Pupils are eager to do well and earn praise from staff. Staff look for the positive in all that pupils do. Pupils value the wide range of rewards that are on offer, including messages home, hot chocolate Friday and taking stars to the headteacher. These rewards motivate pupils to behave well and work hard.

Pupils help shape the way that the school operates. They are proud of their roles as school councillors, members of the junior leadership team and the 'KPS Crew'. The sports crew leads games and activities for younger pupils. They do this with care and compassion.

Pupils are respectful to each other. They do not tolerate any form of discrimination. They know the rights and responsibilities that all children should have. They have confidence in staff and leaders to address any issues or concerns that may arise. Pupils feel safe in school.

Pupils, parents and carers and staff praise the work of the school.

What does the school do well and what does it need to do better?

Pupils are taught a well-planned and sequenced phonics curriculum. It makes clear the sounds that pupils should know and remember at each stage of their education. Staff deliver the programme effectively. Pupils enjoy phonics lessons. They remember what they have learned. The books that pupils read are matched closely to the sounds that they know. As a result, they soon begin to read fluently.

Over time, pupils develop a love of reading. They read widely. They read a range of genres, including poetry, non-fiction and classic literature. Teachers read to pupils daily. Pupils say that this helps them to understand and enjoy more challenging texts.

Overall, the school's curriculum is well planned and sequenced. In the majority of subjects, the curriculum makes clear what pupils should learn each term. Pupils typically remember what they have learned. However, a small number of subjects are at an earlier stage of development. These are not yet fully sequenced. They do not make clear the precise things that pupils are expected to know and remember.

In lessons, teachers make accurate checks on how pupils are getting on. They use these to adapt teaching and to help pupils learn the curriculum. However, there are some weaknesses in the summative assessments that are used. In some subjects and the early years, the criteria that teachers use to judge how pupils are

progressing do not match closely enough to the content of the curriculum. This can lead to some assessments not being helpful to staff as they plan subsequent learning for pupils.

The early years foundation stage is a happy, busy and engaging place in which to learn. The curriculum is well planned and sequenced. Across each of the areas of learning, it is clear what children should know and be able to do, term by term, from the beginning of Nursery to the end of the Reception Year. The activities on offer help children to reach these expectations. Early years staff are skilled at helping children to improve their communication and language skills.

Pupils with special educational needs and/or disabilities do well. The special educational needs coordinator (SENCo) is knowledgeable and ambitious for these pupils. Pupils' needs are fully understood by staff. Written plans set out what pupils should be able to do and the help that they should receive. The SENCo carries out regular checks to make sure that these plans are working as they should. The help that staff provide is well tailored to support pupils effectively in their learning.

Pupils' personal development is well catered for. The school's personal, social and health education curriculum (PSHE) prepares pupils well for life in modern Britain. Pupils learn about different cultures and religions from around the world. Older pupils know what constitutes healthy relationships. Leaders are determined that pupils see life beyond the local community. All pupils benefit from a broad range of experiences, including trips to the theatre, visiting museums and participating in sporting activities.

Leaders have worked hard to increase the rates of pupils' attendance. However, following the pandemic, too many pupils, especially disadvantaged pupils, are persistently absent. Leaders are in the process of addressing this.

The work of the trustees and the local governing body is well organised. Roles and responsibilities are clear and understood by stakeholders. They have ensured consistency and continuity in leadership. They provide leaders with the right level of challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

Regular training, updates and reminders ensure that all staff know the school's safeguarding procedures well. Staff are alert to any signs that pupils might need help or support. They record all concerns, regardless of how minor they might appear. Leaders use these to look for any trends or patterns which may raise concerns. Where appropriate, leaders ensure that emerging themes or issues are addressed in the curriculum.

Where help is needed, it is put in place quickly. Leaders work with a wide range of partners to ensure that pupils get the right help.

Pupils say that they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of curriculum subjects are at an early stage of development. These are not yet fully sequenced. They do not make clear the precise things that pupils are expected to know and remember. As a result, pupils do not learn and remember the full breadth of the curriculum as well as they could. Leaders should ensure that the curriculum is fully planned and sequenced, across all subjects, and makes clear the most important things that pupils need to know and remember, at each stage of their education. This is to ensure that all pupils are even better prepared for the next stage of their education.
- Pupils' rates of attendance have improved following the three national lockdowns. However, too many pupils, especially those that are disadvantaged, remain persistently absent. This means that they do not access the full breadth of the curriculum. Leaders should continue to tackle the high level of persistent absenteeism so that gaps in pupils' knowledge do not emerge because of missed learning.
- In a small number of subjects, and the early years, the criteria that teachers use to assess the progress that pupils make do not align closely enough to the content of the curriculum. This means that teachers cannot check accurately how well pupils are acquiring curriculum content. Leaders should ensure that assessments check closely how well pupils learn and remember curriculum content.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145644
Local authority	Nottinghamshire County Council
Inspection number	10241309
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Board of trustees
Chair of trust	Andrew Hindmarsh
Headteacher	Tracey Harlin (Acting Headteacher)
Website	www.kimberleyprimary.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Kimberley Primary School converted to become an academy school in April 2018. When its predecessor school, Kimberley Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school is part of the East Midlands Education Trust.
- The acting headteacher and deputy headteacher took up post shortly before the inspection took place.
- The school does not use any alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the early years leader and the SENCo.
- Inspectors carried out deep dives in four subjects: reading, mathematics, geography and religious education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum information for physical education, art, computing and PSHE.
- The lead inspector met with the chair of the board of trustees and representatives of the local governing body, including the chair. He met with the chief executive officer and the deputy chief executive officer of the East Midlands Education Trust.
- Inspectors took account of the responses to the Ofsted Parent View survey. They also considered the responses to Ofsted's staff and pupil surveys. They spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders. They reviewed school documents relating to safeguarding, behaviour, attendance and exclusions.
- Inspectors visited the breakfast club, attended a singing assembly, observed lunchtime in the dining hall and spoke informally with pupils on the playground.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Luella Manssen

Ofsted Inspector

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