

Kingfisher Primary School

Inspection report

Unique Reference Number	106727
Local authority	Doncaster
Inspection number	377452
Inspection dates	23–24 February 2012
Lead inspector	Rosemary Eaton

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Eva Hughes
Headteacher	Nathan Atkinson
Date of previous school inspection	9 October 2008
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Introduction

Inspection team

Rosemary Eaton
Jane Alexander
Sally Hicks

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 17 lessons and 15 teachers. They held meetings with staff, groups of pupils and members of the governing body. The inspectors looked at the on-line questionnaire (Parent View) but there were too few responses to aid inspection planning. They observed the school's work, and looked at samples of pupils' work, assessment information and a range of other documents. The 109 parental and carers' questionnaires that had been returned were read and analysed as were those from pupils and staff.

Information about the school

Kingfisher is much larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is larger than average. Most pupils are White British. The proportion of pupils who speak English as an additional language is smaller than average but is increasing year on year. A higher than average proportion of pupils has special educational needs. The school meets the current floor standard. The headteacher took up his post in January 2011. The school holds the Inclusion Charter Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. The new headteacher has accelerated the rate of improvement so that, for example, provision for the Early Years Foundation Stage is now good as is the progress made by children in this setting. The school's overall effectiveness is satisfactory rather than good because the quality of teaching is inconsistent and pupils' achievement, particularly in reading and writing, is no better than satisfactory overall.
- Achievement is satisfactory. Pupils make satisfactory progress. By the time they leave school, the attainment levels pupils reach are broadly similar to those in other primary schools. Pupils say that improvements in the curriculum mean that they are now enjoying their learning more.
- The quality of teaching varies from class to class and there is not enough good or outstanding teaching to make sure that pupils make fast progress as they move up through the school. More and more, teachers plan interesting activities that motivate pupils. However, work is not always set at the right level for all pupils and so it is sometimes too hard or too easy for them.
- Behaviour is satisfactory and pupils are clear that it has improved over recent months. They like the new systems for encouraging them to behave well. Behaviour in lessons is often good. Pupils feel safe in school and understand different ways in which they can make sure they are safe when out and about.
- New leadership has introduced a number of necessary changes to the school and these are affecting all aspects of its work. Already, staff training has led to improvements in teaching because the headteacher quickly identified where there were weaknesses and took steps to tackle these. As a result, there are clear signs that the school's performance is moving forward more quickly than previously.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by improving the consistency with which teachers:
 - question pupils to assess their understanding and encourage them to express their ideas and think hard about their learning
 - match work closely to what each group of pupils needs to learn next
 - mark pupils' work so they know exactly what to do in order to improve.
- Improve achievement in reading and writing by:
 - embedding the recently-adopted arrangements for teaching phonics (a system for teaching pupils to read and spell using the sounds made by letters) and guiding pupils' reading
 - ensuring that pupils in Key Stage 2 make up for previous gaps in their learning by developing systematically writing skills such as punctuation
 - increasing opportunities for all pupils to write more creatively and use a wider range of vocabulary
 - encouraging all parents and carers to support their children's reading at home.

Main Report

Achievement of pupils

Nearly all parents and carers consider that their children are making good progress. Whilst this is now true of children in the Early Years Foundation Stage, and there is good evidence to suggest that progress is speeding up for all pupils, progress is currently satisfactory overall. It varies according to the quality of teaching but is now less erratic than previously. Gaps in learning, accumulated in the past, are closing. This is because new assessment systems have identified them precisely and agreed approaches to rectifying weaknesses are being implemented. However, because teachers in Key Stage 2 have to spend time reinforcing knowledge and skills that pupils have not learned securely, progress is constrained. This is particularly so in the case of writing, where technical aspects such as basic punctuation, have not previously been developed systematically enough.

Pupils with special educational needs also make satisfactory progress. More speedy and tailored approaches to meeting individual needs have been introduced but have not had time to have a measurable impact on pupils' outcomes. Pupils in the early stages of learning English as an additional language have extra support that enables them to progress at similar rates to other pupils. The school has successfully narrowed the gaps in attainment and progress between pupils known to be eligible for free school meals and others in the school.

Attainment is broadly average, tending to be best in mathematics. At the end of Year 2 and Year 6, attainment in reading is broadly average. Last term, a new system for teaching phonics skills was introduced alongside a greater focus on supporting pupils' reading. There are already strong indications of a positive impact on reading in Key Stage 1. Nevertheless, lower-attaining pupils struggle to read simple words without help, their understanding of the text and plot outstripping their technical abilities.

Pupils' ability to collaborate is a strength of their learning. They frequently work together productively to develop ideas for writing or solve mathematical problems. Typically, pupils arrive at lessons ready to learn, listen attentively and settle quickly to their tasks. Their levels of interest and participation fall away when, for example, tasks are mundane or work is too hard or too easy. Pupils speak very enthusiastically about the increasing opportunities they have to be independent learners, particularly during the weekly carousel of practical activities such as using information and communication technology (ICT) to animate films.

Quality of teaching

Parents and carers are entirely confident that their children are taught well. The inspection evidence showed that though there are examples of good and even outstanding teaching, the quality is satisfactory overall. Teaching is improving and is becoming more consistent through the school. Training for teachers has led to some imaginative use of ICT which motivates pupils and enhances their learning. For example, in a literacy lesson, lower-attaining Year 5 pupils enthusiastically evaluated their recordings of the advertisements they had created, preparing them well for subsequent written work. In classrooms, there is a shared and consistent approach to displaying helpful information to guide pupils in, for instance, aspects of numeracy. Other displays celebrate pupils' work and efforts or ask them to consider issues such as 'What would make the world a better place?' These 'key questions' encourage pupils to reflect and are one outcome of teachers' efforts to promote spiritual, moral, social and cultural development. Lesson- and longer-term planning has been overhauled with a current focus on identifying opportunities for writing across the curriculum. This has begun to create more motivating starting points for writing, for example linked to a visit to Sherwood Forest, and a greater focus on expanding pupils' vocabulary.

The use of questioning techniques is a strength in the Early Years Foundation Stage. The teacher in the nursery followed up a child's interest in pencils by asking 'How is it made? What do you think?' This led very successfully to the child thinking hard and using expressive language to communicate his ideas. In other parts of the school, opportunities are sometimes missed and questions do not always probe pupils' understanding or extend their learning. Teaching assistants often make good contributions to lessons by supporting pupils, especially those with special educational needs. Occasionally, their involvement is the chief means by which the lesson is adapted to meet individual needs. When work is not matched closely to what different groups have already learned, progress slows because some pupils find the work too difficult and others do not have to make enough effort. Teachers follow the school's policy on marking but their written comments are not universally helpful, sometimes leaving pupils unclear about how to improve.

Behaviour and safety of pupils

Pupils are emphatic in their belief that behaviour has improved over recent months. They say that, for example, new playtime arrangements have led to reductions in arguments. Pupils love the way in which teachers now come out and play with them. As one pupil observed, 'People come in calmer after play, so we can get on with our work'. Disruption during lessons is uncommon and teachers usually pick up quickly on any tendency to interfere with others' learning. Pupils say that the new systems to encourage good behaviour are effective and 'we are trying harder'.

Pupils with identified behavioural difficulties are supported well by arrangements such as the 'Blue Room' which are used to encourage better attitudes and help pupils manage their own emotions. As a result, the pupils' behaviour shows marked improvement over time.

Reported incidents of bullying are infrequent. Pupils are confident and records confirm that when they use systems such as the 'Tell Me' box, problems get sorted out by staff. The school has realised that pupils do not always take name-calling, for example about physical characteristics, seriously enough and so do not report it. The issue is now being tackled by the school in order to eradicate this form of bullying behaviour.

All groups of pupils say that they feel safe in school. The curriculum provides many opportunities for them to learn how they can take some responsibility for their own safety, for example, when using the Internet. Pupils are quite clear about the sort of care they should take. Parents and carers and pupils are generally positive about behaviour and safety although some consider that it could be better. The inspection confirms that this aspect of the school is currently satisfactory.

Leadership and management

The headteacher demonstrates high expectations and ambition for the school and knows exactly what needs to be done to make this a good or outstanding school. To this end he has successfully begun to harness the energy and expertise of other leaders, staff and members of the governing body so they are increasingly sharing in the drive for improvement. In a short time, a range of firm actions has been taken and this means that the school is moving forward on all fronts. In some cases there has already been a positive effect on achievement. For example, developments in the provision for the Early Years Foundation Stage have led to better outcomes for children. Teaching is improving as focused professional development opportunities have an impact, for instance on the provision of more motivating activities and imaginative use of ICT. As a result of these, pupils are increasingly active and independent learners and their progress is starting to accelerate.

Leadership responsibilities are being spread more widely so that all teachers belong to literacy or numeracy teams, sharing the task of improving these areas. A number of actions has been taken but their full impact on achievement has yet to be seen. Leaders, including members of the governing body, have an accurate awareness of the school's strengths and where improvements are needed. This knowledge has led to focused plans for the school's future development but again not enough time has elapsed to enable their effect to be measured. The school's satisfactory capacity to continue to improve is demonstrated clearly by its current leaders' success in accelerating the trend of improvement already established over recent years. Equality of opportunity and eliminating discrimination are pursued successfully. For example, steps such as targeting individuals to attend the new breakfast club mean that certain pupils are more emotionally and physically ready to be effective learners. Safeguarding meets requirements. The governing body considers safeguarding issues frequently and members make regular inspections of the site.

The changes to the curriculum mean that it now better meets the needs of all groups of pupils. Its breadth and balance are assured, with an enhanced focus on literacy and numeracy. Improvements in the provision for spiritual, moral, social and cultural development have been secured, for example through the emphasis on independent and collaborative working. The school has successfully increased the number of volunteers who

listen to pupils read and is keen to recruit more. Many, but not all, parents and carers listen regularly to their own children read at home. The school has developed guidance, such as the sort of questions they could ask, in order to support them.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 February 2012

Dear Pupils

Inspection of Kingfisher Primary School, Doncaster, DN2 4PY

Thank you for being so friendly and helpful when we inspected your school. We very much enjoyed our short time with you. Particular thanks go to the pupils who spent time talking or reading to us. At the end of the inspection, we judged that Kingfisher is a satisfactory school. Here are some of the reasons why we made that decision.

- You make satisfactory progress and reach levels that are broadly average in English and mathematics. You generally achieve best in mathematics.
- The children in the nursery and Classes 1 and 2 make good progress.
- There is some good and outstanding teaching but teaching is more often satisfactory.
- Your behaviour is often good in lessons and you told us how much it has improved in the playground. We know that you don't always tell an adult if you are called names and the school wants to change this so it can stop name-calling.
- You also told us that you had noticed a lot of improvements since your new headteacher took over. The inspectors agree that the school is improving.

To help the school's leaders keep the school moving forward we have asked them to do two things.

- We want them to make sure that all teaching is good or better so that, for example, the work that you are given is always just hard enough for everyone in the class.
- To improve your reading and writing, we have made several suggestions. One of these is to ask your parents and carers to find time to read with you at home.

You can also help by trying as hard as you can during lessons and by asking someone at home if they can spare a few minutes to read with you.

Yours sincerely,

Rosemary Eaton
Lead Inspector

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