

# Kingslea Primary School

## Inspection report

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<b>Unique Reference Number</b>	134776
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	360638
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Peter Thrussell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Rutherford
<b>Headteacher</b>	Nigel Goodall
<b>Date of previous school inspection</b>	29 January 2008
<b>School address</b>	Kings Road Horsham RH13 5PS
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## Introduction

This inspection was carried out by four additional inspectors. Sixteen different teachers were observed teaching 21 lessons. The inspectors held meetings with the headteacher, members of the governing body, staff and a group of pupils. They observed the school's work and looked at documents including the school development plan, data on pupils' progress, policies and procedures relating to safeguarding, and the results of questionnaires returned by 37 staff, 96 pupils and 135 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- whether learning and progress are consistently good across the school given the levels of attainment indicated by data
- how well teachers use assessment to match work to pupils' ability levels and so ensure a good pace of learning for different groups of pupils, including those with special educational needs and/or disabilities and the more able
- the impact of leadership and management at all levels, including that of the governing body, in raising levels of attainment and progress in English and mathematics, especially for the more able
- how effectively the school's care, guidance and support contribute to pupils' personal development, including preparation for the next stages in their education.

## Information about the school

This is a large two-form-entry primary school. Most pupils are from White British backgrounds. A very small proportion of pupils are from minority ethnic backgrounds and a few pupils have English as an additional language. A below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils have a variety of needs, the main one being moderate learning difficulties. Children in the Early Years Foundation Stage are catered for in two Reception classes.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Kingslea Primary is a satisfactory school. Excellent links with parents and carers, combined with the school's outstanding quality of pastoral care and support, mean that pupils feel safe, enjoy their time in school, behave well, and have above average rates of attendance. They particularly enjoy the many opportunities provided through a well-enriched curriculum. One parent commented: 'There is a lovely atmosphere at the school and my children are happy there.'

Children get off to a good start in Reception, where they make good progress in all of the areas of learning. This reflects good improvement in the effectiveness of the Early Years Foundation Stage since the previous inspection. Pupils' progress across Key Stages 1 and 2, although satisfactory, is variable both between year groups and subjects. Attainment by Year 6 in English and mathematics is broadly average.

Inconsistencies in learning and progress and variations in attainment are partly due to a weakness in monitoring pupils' progress in the past. Less effective systems have been updated for tracking pupils' attainment and progress. These are enabling the school to more readily identify and support underachievement and to hold teachers accountable for pupils' progress. As result, although the quality of teaching is satisfactory overall, a small majority of lessons observed during the inspection were judged to be good. Although teachers use assessment information well to identify different ability groups, the use of this information to plan work that matches pupils' different abilities and aptitudes is less secure. As a result, the more able pupils are not always challenged sufficiently, while less able pupils and those with learning difficulties rely too much on adult support to complete their activities. Occasionally, introductions to lessons are over-long, leaving insufficient time for pupils' independent work. Teachers and teaching assistants do not always help pupils to move their learning forward by discussing their work with them, checking their understanding and helping them to see where improvements could be made.

Samples of pupils' work seen show that the school's recent emphasis on developing writing skills is starting to bring about improvements. A close analysis of the aspects of mathematics that each year group need to focus on is starting to impact on pupils' learning and progress. Although it is too early to judge the full impact of these actions, the school's self-evaluation reflects a secure overview of the current picture. This, together with the improved procedures for monitoring attainment and progress, demonstrates the school's satisfactory capacity for further improvements.

The improvements set out in the school improvement plan, although generally appropriate, are not focused sharply enough on raising attainment and progress, nor do they show clearly how actions are to be monitored and evaluated for their effectiveness. Classroom observations carried out by senior leaders identify some development points in teaching, which the school works to address. However, when making judgments on the

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quality of teaching, insufficient account is taken of its impact on pupils' learning and progress.

Up to 40% of the 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?

- Raise attainment and progress in English and mathematics by improving the quality and consistency of teaching, ensuring that:
  - teachers make the fullest use of assessment information to plan the next steps in learning in line with pupils' differing abilities and aptitudes
  - lessons provide more time for pupils to talk about their learning and to work independently.
- Improve the impact of leadership and management by ensuring that:
  - the school improvement plan is sharply focused on raising attainment and progress, showing how actions are to be monitored and evaluated for their impact
  - the quality of teaching is rigorously monitored in relation to pupils' learning and progress.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils, including those with special educational needs and/or disabilities and other groups, generally achieve satisfactorily and attainment in English and mathematics by the end of Year 6 is broadly average. Starting points in Reception are currently in line with those expected for children of this age, having risen over the last two years. Good teaching in Year 6, along with interventions such as the 'early morning maths club' and one-to-one support, is now helping to accelerate pupils' progress. Nevertheless, this was not sufficient in 2010 for pupils to fully make up lost ground in their learning. Consequently, the school missed its challenging end of Key Stage 2 targets for English and mathematics. This was compounded by a number of pupils with learning or language difficulties joining at the upper end of Key Stage 2.

Lessons observed during the inspection showed that where pupils are challenged and understand what they are learning, enjoyment is evident and good progress is made. This was seen in a mathematics lesson on multiplication where work was well matched to different abilities and all pupils were challenged to apply their mathematical skills. Questioning took careful account of pupils' different abilities, and discussion enabled them to consider how well they were doing and how their work could be moved on. In other lessons, planned activities were similar for all pupils, and opportunities for pupils to talk about their work and to develop their own ideas, were limited. As a result, learning and progress were satisfactory rather than good.

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of what constitutes a healthy lifestyle, knowing the importance of diet and benefiting from the many sporting opportunities on offer. Pupils make a good contribution towards the school community, with the school council representing pupils' views.

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Although a few pupils have concerns about behaviour, inspectors judged this to be good overall, particularly as pupils move around school. Given pupils' level of personal development, their good attendance and very positive attitudes to school, and their developing understanding of finance, they are well prepared for their future life and learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lessons are well managed and good relationships ensure that pupils quickly settle to work. Good use is made of interactive whiteboards to introduce lessons and to check pupils' initial understanding. In a few lessons, where introductions are over-long and pupils are not fully engaged in learning, attention slips a little and a few become restless. Although pupils are encouraged to talk with partners about their learning, lessons do not always set aside sufficient time, especially at the end, for them to discuss and evaluate their work and to consider whether they are meeting the individual targets that are set for all. Marking is satisfactory overall, with examples of some good practice. As a result, the majority of pupils have a sound understanding of how well they are doing. School leaders are working to develop the provision for English, mathematics and information and communication technology, based on an analysis of pupils' learning and progress. This is starting to be especially effective in the way that these core skills are being developed through a cross-curricular approach that makes learning more creative, enjoyable and

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purposeful, although they have yet to fully evaluate the impact of these developments. A wealth of popular well-attended school clubs and a good range of visits and visitors greatly enrich pupils' personal and social development. Effective partnerships provide pupils with additional opportunities, for example in sport, music, Spanish and staged theatre productions.

Pastoral care is a key strength of the school's work. Pupils have the fullest confidence that staff will listen and respond to any concerns they may have, which contributes strongly to the good degree to which pupils report that they feel safe. There are excellent links with outside specialists, the fullest engagement with parents and carers, and very well organised and managed support within school. All of this ensures that the specific needs of pupils, including those who have emotional, social and behavioural difficulties, or who need help in learning English, are very well met. Transition arrangements for children moving from Reception to Key Stage 1, and for pupils moving on to secondary school, are excellent. Well-developed school systems contribute strongly to pupils' above average levels of attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Staff clearly indicate that they are proud to work at this school. Along with senior leaders and members of the governing body, they work well together as a team, with a shared purpose of bringing about school improvement. However, planned improvements do not always have a sharp enough focus on attainment and progress and how actions to improve these are to be monitored and evaluated. The governing body ensures that all statutory requirements, including safeguarding, are met. However, it is not fully involved in monitoring the school's work and does not yet provide a consistently rigorous level of challenge. The school has a good range of partnerships which particularly support pupils' personal and social development. Engagement with parents and carers is excellent, seen in the encouragement given to them to fully support their children's learning and the money they raise to improve the school's provision for pupils. Excellent communication is made through home/school computer links and regular newsletters and curriculum information. Inconsistencies in the attainment and progress of different groups of pupils mean that the promotion of equality of opportunity is satisfactory rather than good. School leaders promote well pupils' understanding and respect for communities within the locality and have established some international links. However, promotion of pupils' understanding of communities within the United Kingdom is not as strong.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children enjoy their time in Reception. They make good progress in the different areas of learning which provides them with the skills and knowledge to support their transition to Year 1 effectively. Good induction procedures ensure that children quickly settle. These procedures help to promote excellent links with parents and carers, who are encouraged to record their children's achievements and interests at home. Effective management and good provision ensure that children quickly become active learners. There is a good curriculum, with topics that draw on children's own interests and help to develop their personal and social development. A topic on 'friends' is moving onto 'people around us', involving links with families and visits from a range of people within the community who help. Children behave well and understand the rules set for their own safety. Relationships are positive and contribute to children's good attitudes to learning and willingness to help each other and share. Children willingly participate in all teacher-directed activities and cooperate well during child-initiated activities that take good account of the different areas of learning, both indoors and out. Staff work well together and are sensitive to children's needs and welfare, quickly identifying and effectively supporting children who have special educational needs and/or disabilities. They engage well with children in their play and directed activities. Although staff make careful observations of children's progress and development, the leader has correctly identified the need to allocate groups of children to particular members of staff to promote even more effective links with parents and carers and to enable staff to develop a more detailed awareness of children's learning and development.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was an average response in terms of the numbers of parents and carers who responded to the inspection questionnaire. Of those that responded, most were happy with their children's experience of school, and felt that their children enjoyed their time here and were kept safe. A very small minority were concerned that the school did not take account of their suggestions and concerns. Inspectors found that the school provides its own questionnaires for parents, analyses responses and acts on them as reflected in the high percentage of parents and carers who responded positively to this part of the questionnaire. Although most parents and carers agree with inspectors that the school deals effectively with unacceptable behaviour, a few nevertheless showed concern over this in their written comments. These and other comments expressing concern were discussed anonymously with the school and showed no trend of concern.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingslea Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	60	47	35	2	1	3	2
The school keeps my child safe	76	56	57	42	1	1	1	1
My school informs me about my child's progress	41	30	78	58	10	7	2	1
My child is making enough progress at this school	52	39	67	50	13	10	0	0
The teaching is good at this school	63	47	65	48	5	4	0	0
The school helps me to support my child's learning	45	33	74	55	13	10	0	0
The school helps my child to have a healthy lifestyle	43	32	80	59	6	4	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	34	76	56	6	4	1	1
The school meets my child's particular needs	38	28	81	60	10	7	1	1
The school deals effectively with unacceptable behaviour	44	33	76	56	10	7	3	2
The school takes account of my suggestions and concerns	40	30	73	54	15	11	3	2
The school is led and managed effectively	62	46	63	47	7	5	2	1
Overall, I am happy with my child's experience at this school	64	47	66	49	2	1	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



11 February 2011

Dear Pupils

**Inspection of Kingslea Primary School, Horsham RH13 5PS**

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and very polite and helpful. You spoke very enthusiastically about enjoying school and all the things you take part in. Kingslea Primary is a satisfactory school, which means that although some things are good or outstanding, some things need to be improved.

These are some of the things that the school does well:

- children get off to a good start in Reception
- you enjoy school and your rate of attendance is above average
- the school looks after you extremely well
- the school provides you with many exciting activities
- you behave well in and around school
- you have a good understanding of how to keep safe, healthy and fit
- you make a good contribution to the life of the school and the local community
- the school fully encourages your parents and carers to support you in your learning and development.

Some of you could do even better in English and mathematics. The following things will help:

- teachers should use the information they have on how well you are doing to plan work that is just right for each one of you, neither too easy nor too hard. Lessons should provide more opportunities for you to discuss the work you are doing, so that you can work independently and check for yourselves on the progress you are making
- the school has plans to help you do better, but needs to check that these are working as well as possible, and that all lessons enable you to learn well and make good progress.

Thank you again for your help. You can all do your bit to help by continuing to work hard in lessons and checking for yourselves how well you are doing.

Yours sincerely

Peter Thrussell

Lead inspector

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