

Kingsland CofE(C) Primary School

Inspection report

Unique Reference Number	133766
Local Authority	Stoke-On-Trent
Inspection number	360587
Inspection dates	16–17 November 2010
Reporting inspector	Kevin Johnson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Mrs Christine Brown
Headteacher	Mr David Lawrence
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Twenty lessons were observed and 15 teachers seen. Meetings were held with staff, pupils, parents and carers, and members of the governing body. Inspectors observed the school's work, and looked at national assessment data and the school's own assessments, policies and minutes, samples of pupils' work and curriculum planning. Sixty-two questionnaires returned by parents and carers were scrutinised, as well as questionnaires completed by staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether more-able pupils in particular are being sufficiently challenged.
- Whether the school has an accurate view of the quality of its teaching and learning, and the curriculum.
- How well leaders and managers evaluate the school's work and contribute to improvement.

Information about the school

This is a larger than average-sized primary school in which the very large majority of pupils are White British. Almost half of the pupils are known to be eligible for free school meals. An average proportion of pupils have special educational needs and/or disabilities. The school site is shared with a nursery and a Sure Start children's centre. The school has links with the church. A special feature of the school is the aeroplane, situated in the school grounds. The interior of the aircraft has been redesigned and adapted, as a result of the school's work with a creative partner, and is now a centre for developing information and communication technology (ICT) skills across the curriculum.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Good leadership and a strong commitment to improve from all staff have taken this school from satisfactory to good since the last inspection. Teaching is good and the curriculum is outstanding. The benefits gained from the excellent support from creative partners are clearly seen in pupils' good achievement, rising attainment and their enjoyment of school. Over the past three years the school has amply demonstrated good capacity for improvement.

When they enter Reception, children's development of knowledge and skills is well below expectations for their age. Although children make good progress, they are still working below expectations on transferring to Year 1. Provision for children in the Early Years Foundation Stage is good because of the skilled work of the staff team. Good progress continues throughout the school due to teaching which is, in the main, consistently good and, at times, outstanding, providing generally good levels of challenge for all. Pupils are given good guidance on how to improve and are regularly involved in assessing their own work. Strong and effective support for pupils with special educational needs and/or disabilities means that they also make good progress from their relative starting points. Attainment at the end of Year 6 shows good improvement and has been broadly average for the past three years in English, mathematics and science. The 'Every Child A Reader' project which offers pupils additional intensive reading practice is boosting attainment in reading for some pupils and a similar strategy for writing is beginning to take hold. Nevertheless, attainment in writing at both key stages is still an area for further improvement. The creative and exciting curriculum, driven by ICT, has a strong impact on pupils' good achievement. Pupils' exemplary behaviour and the equally outstanding contribution that they make to their school and community underpin their good overall spiritual, moral, social and cultural development.

Curriculum management is distributed among all staff members who work well in their teams to monitor and plan developments. Leaders and managers at all levels are generally clear about their roles and make an effective, largely accurate, contribution to monitoring and evaluating the school's work. However, the leadership responsibility in the Early Years Foundation Stage, particularly for monitoring and evaluation, is not clear enough so there is no decisive information to pinpoint exactly where further improvement is needed. The governing body provides good challenge and support and has effectively helped to steer the school on its successful course of improvement.

What does the school need to do to improve further?

- Raise attainment in writing throughout the school, by:
 - further developing writing across the curriculum

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- ensuring that pupils are consistently sufficiently challenged to produce high quality work
- evaluating the effectiveness of strategies introduced to improve writing.
- Formalise systems for monitoring and evaluation in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and their outstanding attitudes and behaviour ensure that they get the best out of their lessons. Learning is purposeful because subjects are linked within a theme. The excitement of visiting the aeroplane is an additional incentive and pupils easily become engrossed in activities such as creating new stories because they have access to laptops and a range of media technology to bring their stories to life. Pupils work collaboratively in lessons and learn from one another. Some act as competent creative mentors to support others with ideas or to show how the technical resources work.

Pupils' progress continues to gather pace due to improved teaching and learning. Teachers are quick to assess the particular difficulties of pupils with special educational needs and/or disabilities and to build in the extra help needed to ensure their good progress and achievement. The school's assessments show a rising trend in mathematics at the end of Year 6 but a slightly less secure picture in English due to fluctuating attainment in writing. Although writing in different subjects is a strengthening feature, the quality of writing and levels of challenge seen in literacy books are not always matched in other subjects. Attainment at Key Stage 1 shows good improvement in reading and mathematics which are currently broadly average but writing has not kept pace with the other subjects.

The strong Christian ethos within the school provides a clear guide to pupils' personal development. Pupils feel safe in school and know how to keep themselves safe. They have a good understanding of what it means to maintain a healthy lifestyle. Relationships are generally good and pupils are mindful of one another. Racist incidents and bullying are extremely rare, and pupils respect cultural differences. They are proud of what they achieve and make an excellent contribution to the daily life of the school. The school council is very active in bringing forward ideas and has taken a role in the appointment of staff. Other pupils take on caring responsibilities including being reading mentors for younger children. The school has gained a high profile in the community because of its strong links with the church, for example, and the work of the school choir. Pupils have good ability to work independently, make decisions about their learning, and collaborate with others. When combined with their good social skills and regular attendance this leaves them well placed to secure their future place within their community.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

¹ 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?

Teachers use assessment information well. They know their pupils' varying abilities and plan work to match. Teaching assistants are a valued part of the teaching team and, because of their skills and sensitive management of groups and individuals, they make a significant contribution to pupils' learning and progress. The best lessons have plenty of pace, a variety of teaching methods and resources are used, and the 'buzz' word in the lesson is 'challenge'. All pupils know precisely what is expected of them and they assess their own progress at the end of the activity. Occasionally, some pupils' learning is limited because they are confused by too many learning objectives. When that happens they tend to lose interest and concentration. Teachers' subject knowledge is good and technology is used well to support learning. Relationships in classes are frequently excellent.

Curriculum development, impressively supported by the school's creative partnership with a media production company, has been a major success. Digital creativity is the thread that binds planning and provides pupils with opportunities to apply technology routinely across subjects, embed skills in other subjects and achieve well. Pupils' learning is further enriched by a very wide range of visits to support topic work as well as visitors to school who share their expertise. A popular selection of after-school clubs provides ample opportunities for pupils to foster their particular skills and interests.

Parents and carers agree that the school cares well for its pupils. There is a warm and welcoming environment and, because of good liaison with the adjacent nursery, transition

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into Reception classes runs smoothly. Support for pupils whose circumstances have made them vulnerable is good. The school works well with outside agencies to provide additional support for them. Parents and carers say they are very happy with the information they receive about their children's progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

Determined leadership from the headteacher and strong support from the governing body and staff have guided the school through a period of good improvement. A shared vision for the school's future has raised the expectations of both teachers and pupils. Leaders are ambitious for all of their pupils. To that end they challenge all forms of discrimination, set challenging targets and ensure that pupils, equally, have the opportunities needed to achieve them. Working partnerships such as master classes for more-able pupils at the local high school are a good example of such provision. Other benefits are gained through links with the city's soccer club, and local businesses who contributed to the school's recent transport day. Safeguarding procedures meet requirements. Staff and pupils know their responsibilities but there are some easily rectifiable minor administrative matters to attend to. Community cohesion is promoted well. Strong links with the local community are enhanced through productive communications with schools in Pakistan and Norway. These have a good impact on pupils' understanding of lives within other communities and the benefits they can bring to a multicultural society.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children enjoy school. They settle in well and make good progress from starting points that are well below those expected for their age, but few reach the expected skill levels by the end of Reception. Children learn to behave well and they develop good personal habits such as washing hands and sensible, healthy eating. Although they play happily alongside each other, they have not yet developed the skills needed to play together in groups. Children develop good awareness of ICT and begin to acquire necessary basic knowledge of letters and sounds and number from the good quality environment and good teaching provided. Outdoor space is used well for children to choose and plan their own activities or to follow up what they have learned in the classroom. Children are well cared for and all staff members are watchful over the personal well-being of those in their care. Good quality assessments enable staff to plan next steps in learning and there is a good range of resources available. There are good partnerships with outside agencies and liaison with the nursery school ensures that children's introduction to Reception is well managed. Self-evaluation systems, however, are patchy and do not match the rigour seen in the rest of the school. As a result, targets for improvement are not routinely identified and some detail is missing from written policies and procedures. Although outcomes for children are good, those omissions make the Early Years Foundation Stage satisfactory overall.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	3

Views of parents and carers

A small minority of parents and carers returned completed questionnaires. Most of those were entirely positive and praised the staff for their work. A similar response was gained from parents who attended a meeting with one of the inspectors. A few questionnaires indicated some concerns about pupils' behaviour but there was no evidence during the inspection which endorsed those views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsland CofE(C) 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	56	25	40	1	2	1	2
The school keeps my child safe	32	52	29	47	1	2	0	0
My school informs me about my child's progress	28	45	30	48	4	6	0	0
My child is making enough progress at this school	31	50	30	48	0	0	1	2
The teaching is good at this school	27	44	34	55	1	2	0	0
The school helps me to support my child's learning	23	37	34	55	1	2	2	3
The school helps my child to have a healthy lifestyle	25	40	34	55	2	3	0	0
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)	24	39	34	55	0	0	1	2
The school meets my child's particular needs	21	34	39	63	1	2	0	0
The school deals effectively with unacceptable behaviour	15	24	36	58	9	15	0	0
The school takes account of my suggestions and concerns	16	26	38	61	4	6	1	2
The school is led and managed effectively	21	34	36	58	2	3	1	2
Overall, I am happy with my child's experience at this school	31	50	30	48	1	2	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



18 November 2010

Dear Pupils

Inspection of Kingsland CofE(C) Primary School, Stoke-on-Trent, ST2 9AS

Thank you very for the warm welcome you gave my colleagues and me when we came to inspect your school recently. While we were there, many of you asked us if we thought your school was good. I am now pleased to be able to tell you that we do. Not only that! We judged some things to be outstanding. Those include your behaviour and way you contribute to the life of your school, your curriculum which gives you excellent opportunities to learn, and the way your school works with other partners to make your curriculum outstanding.

Overall, yours is a good school which has improved well since it was last inspected. All of you make good progress and achieve well. That is because your teachers work hard to make your lessons fun. We agree with you about that. The grown-ups in school take really good care of you and it was pleasing to see that you take good care of each other. Nevertheless, although the standards you reach in English and mathematics have improved, that improvement has not been even because your writing is not yet at a similar level to your reading or mathematics. We know children in Reception make good progress too, but have found something to help their learning as well.

We have asked your headteacher and teachers to do two things to help make your school even better. The first is to help all of you to reach higher standards in your writing. We have suggested that they make sure that you all work to the best of your abilities, whichever subject you are writing about, and that the teachers check to make sure their methods are really working. The second thing we have asked is that the work done in Reception classes can be recorded and discussed regularly to make sure the very best possible opportunities are planned for the youngest children.

Yours sincerely

Mr Kevin Johnson

Lead inspector

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