

# Kingsgate Primary School

## Inspection report

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<b>Unique Reference Number</b>	132245
<b>Local Authority</b>	Camden
<b>Inspection number</b>	360417
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Hilary Macdonald HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeannie Cohen
<b>Headteacher</b>	Liz Hayward
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Kingsgate Road Camden NW6 4LB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 20 lessons and saw 16 teachers. During the inspection, meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed much of the school's work and looked at documentation that included school improvement plans, monitoring of the quality of teaching and learning, and tracking of pupils' progress. Inspectors looked at 73 questionnaires returned by parents and carers, and those completed by staff and pupils.

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

- What actions have been taken, and what is the impact of actions, to address the relatively weaker performance of certain identifiable groups?
- What has been the impact of the school's drive to improve middle leadership?
- Do middle leaders take part in effective evaluation of progress?
- What is the impact of the school's focus on pupils' well-being?
- Are areas for improvement clearly identified, appropriate actions planned and taken, and improvements secured?

## Information about the school

Kingsgate Primary School is larger than similar schools of its type, serving an inner-city area with very high levels of deprivation. The very large majority of pupils are from ethnic minority groups and most speak English as an additional language. Twenty-six different heritages are represented and 37 different languages spoken. The majority of pupils are known to be eligible for free school meals. Mobility is high as a greater percentage of pupils than normally expected join and leave school other than at the usual times. A slightly higher percentage of pupils than found nationally have a statement of special educational needs, although overall, the percentage of pupils identified as having special educational needs and/or disabilities is lower than average. There is a breakfast club that is managed by the governing body. The school holds a number of awards including a Healthy Schools Award.

**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?**

**1**

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

**1**

## Main findings

Kingsgate Primary School is an outstanding school, where ambition is embedded from the most senior leaders to the pupils themselves. Inspirational messages are prevalent throughout the school. The pupils talk articulately about their own ambitions, their learning targets and their intentions to do even better! The school's success is due to highly effective leadership, efficiency of management and the excellent progress that pupils make as a result of good teaching, excellent behaviour and an exciting curriculum. All of which is underpinned by outstanding quality of care and support, extensive work with families and the local community.

The recent successful drive to raise standards in writing has a high profile within the school. ♦ Displays of high-quality writing and photographs of pupils of all ages engaged in writing activities tell pupils clearly what makes the writing good and what level it is. As a result, pupils have an excellent understanding of writing in different contexts and of the skills they are acquiring. School leaders know the school's strengths very well and what needs to be refined further. The school has rightly identified the need to review the use of space within the Early Years Foundation Stage and to maximise opportunities for the youngest children to develop their speaking and independence skills. Consistently improving standards reflect the school's excellent capacity to improve further.

Many pupils throughout the school come and go at different times of year. Despite this, families are warmly welcomed and pupils are helped to settle quickly. The outstanding help and care from well-qualified teaching assistants and learning mentors, whenever they are needed, enable the least able and those pupils whose circumstances make them most vulnerable ♦ to make similar progress to all other pupils in school. Planning is thorough throughout the school and ensures that pupils have the resources they need to tackle many tasks independently and for sustained periods. Pupils enter Year 1 having made good progress in the Early Years Foundation Stage, although attainment remains below average. Through the school, pupils make good and often outstanding progress. By the time they reach the end of Key Stage 2, attainment is broadly average. In the best lessons, pupils are given plenty of opportunities to discuss and reflect upon their own learning and that of their peers. However, this does not always happen consistently and in some lessons pupils were observed sitting and listening to their teachers for long periods of time without participating. Assessment data are well used to plan lessons, ensuring they are accurately matched to pupils' learning needs. However, the quality of marking in pupils' workbooks is very varied and is not consistent enough in giving clear guidance on the next steps to take to improve work further.

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## What does the school need to do to improve further?

- Continue to raise attainment by:
  - marking pupils' work in all subjects and in all year groups to an equally good standard so that pupils understand clearly how to improve their work further
  - maximising opportunities for pupils to discuss and reflect upon their own and others' learning, including responding to teacher input at the start of lessons.
- Improve the overall effectiveness of the Early Years Foundation Stage by:
  - ensuring that children are given all possible opportunities to develop and extend their speaking skills, including through adults modelling speaking and listening and asking questions of the children during role play
  - making best use of the space available indoors and outside to cover all areas of learning.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Pupils at Kingsgate Primary School are enthusiastic learners who are keen to please their teachers. When asked to talk or work together, they do so very effectively, remaining on task, challenging each other, and planning and reviewing their work carefully. The pupils' keenness to succeed was demonstrated throughout the inspection. Informally over lunch, one pupil asked an inspector: 'How do you think we are doing?' swiftly followed by 'In what ways do you think we could be even better?' This aspirational approach, coupled with excellent behaviour for learning, results in pupils who make outstanding progress.

Pupils enter school with levels of skill and understanding that vary. However, the majority start school with skills well below national averages for their ages and little or no spoken English. Despite this, all groups of pupils, including those from different ethnic heritages and those who start school with little or no spoken English, progress and achieve well. The very effective work of the special educational needs co-ordinator and the high priority the school gives to meeting every child's needs is reflected in the induction procedures and good progress of the frequent new arrivals to the school.

Pupils rightly say that they are safe in school and many referred to the highly effective systems of peer support, which include buddies and playground mediators. These, and other, significant positions of responsibility are held in high esteem. Pupils must successfully apply for posts and undertake training. For example, members of the school council have recently attended consultation training. As well as an outstanding commitment to supporting the running of their own school, pupils do all that they can to participate in and contribute to the wider community such as taking part in festivals. Representatives from the school council recently made a presentation at a conference for north London dentists. Additionally, pupils have a keen understanding of the importance of keeping fit and healthy. Their actions towards each other and the environment are mature, thoughtful and respectful.

Spiritual, moral and social education is equally outstanding. Assemblies, support for charities, music and growing vegetables in the school garden are some of the other ways in which pupils experience interest and wonder in the world around them. Relationships

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between all members of the school community are excellent. Pupils treat each other, and adults, with kindness and respect. Older pupils look after younger ones, without question.

Attendance is satisfactory. It is adversely affected at particular times of year, but the school works tirelessly to reduce absence. Punctuality is very good. Excellent attitudes towards learning, strong motivation and independence skills, as well as good progress and increasing attainment, mean that pupils are well prepared for the next stages in their lives and education.

*These are the grades for pupils' outcomes*

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

Observations of teaching and pupils' work during the inspection confirm that teaching is consistently good and frequently outstanding. Assessment data are used accurately to track individual progress and to set individual targets. In addition, all pupils have an 'aspirational target', reflecting the high expectations of both teachers and pupils and the ambitions of the school to raise attainment further. Questioning is used well to ensure pupils understand and are being challenged in their learning, and pupils of all ages take part in self- and peer- evaluations, although these were observed to be most effective in the older pupils' classes. Guidance for pupils on how to improve their work is detailed during lessons but is sometimes limited in workbooks, and this is particularly apparent in mathematics. The curriculum is vibrant and exciting, and makes strong links between areas of learning, well supported by many school trips and visits. Pupils in Year 5 used

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their detailed knowledge of childhood in Victorian times to write reports in their English lesson. Younger pupils were observed to thoroughly enjoy PE, which included not only physical activity but also discussions about health, fitness and well-being. Partnerships, such as with the local secondary school, enhance the curriculum further. Visits from, and lessons taught by, secondary school teachers and their pupils, and displays of Year 7 work in the Year 6 classrooms ensure the pupils continue to look ahead in their learning as well as helping support the transition to secondary school.

The positive impact of the school's outstanding care, guidance and support is evident in the harmonious nature of the school and in pupils' well-developed social skills. This is achieved in spite of many pupils facing significant challenges in their lives and constant fluctuation in the pupil population. Pupils are clear and confident that there is always someone in school that they, or their families, can turn to in times of difficulty.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The most senior leaders provide inspirational leadership. An ethos of success pervades the school and all members of the school community focus relentlessly on securing personal and school improvement. The school knows itself very well. Highly effective systems exist for all aspects of school management. Documentation, such as policies, is impressive; and the evaluation of the school's work is rigorous and accurate. Improvement plans are clearly focused on improving outcomes for pupils and further increasing attainment. The governing body is representative of the diverse school population. It is highly supportive, with mechanisms for consulting with, and responding to, parents and carers. Governors are increasingly well trained and knowledgeable about their role, there are clear safeguarding procedures and effective systems to ensure the school site is safe and well maintained. Governors are increasing the rigour with which they hold leaders at all levels to account. Highly positive relationships exist between the school, and parents and carers. Every opportunity is taken to encourage them to become part of the school community and to see education as a shared responsibility. The youngest children particularly enjoy having their parents and carers come into school and read stories in other languages. Partnerships, such as with Kingsgate Community Centre and the City Learning Centre, provide additional support for learning and well-being.

The school actively promotes equal opportunity, as demonstrated by the detailed analysis of the participation, progress and attainment of different groups. Any discrepancies are addressed. Community cohesion is understood and active at school, local, national and international levels, with well-established links to community groups and other schools in

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this country and abroad. As a result, pupils demonstrate confidence and understanding of their own and others' place in the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Provision is good for the youngest children. Leadership is effective and teaching is consistently good within the Nursery and Reception classes. All adults engage in and support planning. Assessment information, including observational notes, is used to ensure that activities interest the children. As a result, children are keen learners and make good progress. Sometimes, however, adults complete tasks for children, such as cutting out shapes, rather than encouraging the children to do these things for themselves.

Staff rightly place huge importance on the development of children's speaking skills and this has been well supported by training provided by the local authority. At times, though, adults could better support children's language development by engaging more vibrantly in the role-play activities on offer. Relationships with parents and carers are established well, and they are given guidance on how to best support their child with language acquisition skills. As in the rest of the school, great emphasis is placed on the well-being of the youngest children and support is provided, whenever necessary, to help them settle into school life and to be ready for the transition into Key Stage 1.



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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

A very small minority of parents and carers completed the questionnaire. This could be due, in part, to the fact that a survey was recently conducted by the school to which almost all parents and carers responded. Of those who completed the survey, all agree that their child is happy at school, is kept safe and is well prepared for the future. A few feel that their child's needs are not being well met. However, during this inspection, the inspectors found that all lessons were very well planned and prepared and did meet the needs of all pupils present.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingsgate 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 440 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	70	21	30	0	0	0	0
The school keeps my child safe	38	55	31	45	0	0	0	0
My school informs me about my child's progress	31	45	37	54	1	1	0	0
My child is making enough progress at this school	34	49	29	42	3	4	0	0
The teaching is good at this school	40	58	26	38	3	4	0	0
The school helps me to support my child's learning	30	43	36	52	3	4	0	0
The school helps my child to have a healthy lifestyle	31	45	33	48	2	3	1	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)	20	29	44	64	0	0	0	0
The school meets my child's particular needs	23	33	36	52	7	10	0	0
The school deals effectively with unacceptable behaviour	28	41	38	55	2	3	0	0
The school takes account of my suggestions and concerns	22	32	42	61	2	3	0	0
The school is led and managed effectively	30	43	33	48	2	3	0	0
Overall, I am happy with my child's experience at this school	38	55	29	42	1	1	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	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.**



22 March 2011



Dear Pupils



### **Inspection of Kingsgate Primary School, Kilburn NW6 4LB**



Thank you so much for the warm welcome that you gave to inspectors when we visited your school. It was wonderful to have the opportunity to meet and talk to so many of you, and to look at the work in your books and see the many excellent displays in your classrooms and in the corridors around school. We could see that the school takes excellent care of you and your families, and provides you with an outstanding education. Many things impressed us, particularly your positive attitudes towards learning and how much your writing has improved over the last year.



Your lessons are interesting and exciting, and are well planned by your teachers so that you have all the resources you need in order to work well on your own or with a partner. You are sensible and mature when you comment on each other's work, really thinking about the good points and ways to improve. Many of you really do help to run your school by taking on positions of responsibility, including being peer mentors or playground buddies, or being on the school council or eco team. You show a mature understanding of your community and of your place in the world. Everyone we spoke to told us how much they enjoy school and about the 'aspirational' targets you are all aiming for!



To help your school continue to improve even further, we have asked your teachers to make sure that you have lots of opportunities to discuss your work and to talk about what you are learning, and that when they mark your books, they give you really clear ideas about how to make your work even better next time.



All of you can help, too, by continuing to approach all aspects of school life with the same determination, enthusiasm and enjoyment that you showed to inspectors on our visit.



Yours sincerely



Hilary Macdonald

Her Majesty's Inspector

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