

# Kingsfield First School

## Inspection report

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<b>Unique Reference Number</b>	124059
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359573
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	John Horwood

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Sproson
<b>Headteacher</b>	Jason Phillips
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	Gunn Street Biddulph, Stoke-on-Trent ST8 6AY
<b>Telephone number</b>	01782 297800
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and saw eight teachers. Meetings were held with groups of staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 67 questionnaires from parents and carers were scrutinised.

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

- What are the key strengths within the Early Years Foundation Stage and is the overall effectiveness good or is it better?
- Do pupils with special educational needs and/or disabilities make the same progress as others?
- Does the provision to promote community cohesion give pupils a good understanding of other faiths and cultures?

## Information about the school

Kingsfield First School is smaller than the average primary school. Almost all pupils come from White British backgrounds and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than in most schools. The school has an average proportion of pupils who have special educational needs and/or disabilities, and their needs cover a broad spectrum. The school has gained the Arts Mark silver award and the Activemark. The school provides extended day provision through a breakfast club and an after-school club.

**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

Kingsfield First School provides a good education. Children benefit from an outstanding Early Years Foundation Stage at the start of their school life where they make excellent progress in both their academic and personal skills. Pupils consistently make good progress from the start of Year 1 to the time they leave at the end of Year 4, when their attainment is at the level expected for pupils' ages. Teaching is good but variable across the school, with much of the strongest teaching being in the lower year groups. Teachers make good use of data about past performance to ensure appropriate work is set to enable them all to make good progress. This includes pupils who have special educational needs and/or disabilities, who are well supported in class. The marking of pupils' work is regular but does not always tell pupils how to improve further. Pupils are not sufficiently involved in monitoring the quality of their own work and that of others in the class.

Pupils say they enjoy school and feel safe. They are very clear that some pupils present very challenging behaviour but that the staff will always deal with it. It is only a small minority of pupils whose behaviour does not reach expectations and the social skills of most pupils are good. Although the majority of pupils enjoy coming to school, attendance is low because a minority of parents and carers do not respond to the school's efforts to encourage them to ensure pupils attend regularly. The curriculum has improved since the previous inspection and provides good support to pupils' cultural development and for pupils of the full ability range. The care, guidance and support for pupils has also improved from satisfactory to good. There has been good progress on the actions from the previous inspection. A strong leadership team has been established and its self-evaluation is very accurate. The improvements to provision and outcomes confirm that the school has a good capacity to improve further.

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

- In order to raise attainment in English and mathematics ensure that teaching and learning are consistently at least good by:
  - consistently involving pupils in assessing the quality of their own learning as well as that of others
  - ensuring that when teachers mark pupils' work they always give guidance on how to improve and get to the next step in their learning.
- Work with parents to improve pupils' attendance.

**Outcomes for individuals and groups of pupils**

**2**

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Pupils join the school with initial skills below those expected for their age and, in many year groups, well below those expected. They make good progress to reach age-expected levels of attainment by the time they leave Year 4. Pupils say they enjoy school and this was evident in a Year 2 mathematics lesson about coordinates when they actively joined in opportunities to share explanations with each other. Achievement is good because progress is good, attainment average and pupils enjoy school. There is no difference in the attainment reached and the progress made by pupils who are known to be eligible for free school meals and those who are not. Most pupils behave well in lessons as a result of the teachers' classroom management skills and the work set being suitably challenging. In some of the Year 3/4 lessons observed by inspectors, a small minority of pupils misbehaved and this slowed the pace of learning. Learning in these upper classes is improving as the recently appointed staff become established. Pupils with special educational needs and/or disabilities are set appropriate work and make good progress. This was clearly seen in a numeracy lesson about division where the support staff were well prepared having been included in the lesson planning. Pupils demonstrated good spiritual, moral and social skills during religious education lessons such as a lesson about Peter's denial of Jesus when group work, interspersed with whole-class work, encouraged some very impressively thoughtful responses from pupils.

Pupils make a good contribution to the school community through being members of the school council, the eco council and joining in sports activities with other schools. They make a good contribution to the wider community through charity work, participating in a community litter pick, singing for the local elderly and by singing in a local superstore on its opening day. Pupils gain a good understanding of other cultures and faiths through the curriculum provision and also through meeting pupils from different backgrounds during visits to Manchester and a temple. This contributes to their good spiritual, moral, social and cultural development. Attendance has been low for the past two years but is now beginning to rise as a result of a determined effort by the school.

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*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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<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?

Teachers have good subject knowledge and plan lessons well. Good use is made of prior knowledge of pupils' progress to ensure appropriate work is set. This also applies to pupils who have special educational needs and/or disabilities because teachers produce a regular summary report for all pupils, to be discussed at progress meetings. From these meetings, pupils may be moved onto, along or be removed from the special needs register. Appropriate support strategies are also agreed based on this information, ensuring that pupils benefit from good guidance and support. Activities set by teachers also give the more able pupils the opportunities to extend their learning. However, some lessons, even where pupils make good progress, are too teacher directed and do not give pupils enough opportunities to use their own initiative. The use of setting targets for pupils has developed since the previous inspection but pupils do not always have sufficient opportunities to assess their own progress and that of their classmates. The marking of pupils' work is inconsistent and does not always give pupils enough guidance on how to improve.

The curriculum supports pupils' personal development well. In addition to a strong focus on English and mathematics, there is a focus on the arts which has been recognised by being awarded the silver Arts Mark. The curriculum is broadened by the provision of French, music and dance. There is a global and multi-cultural dimension to broaden pupils' horizons which is well supported by visitors to the school and visits into the community. A

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wide range of partnerships support the curriculum, including good links with the other primary schools in the area and the local high school. Transition arrangements to the middle school are well established. A wide range of procedures have been introduced to promote improved attendance but these have only just started to be effective. Procedures to promote good behaviour are well established and it is only the recent changes in staffing, with several short-term temporary teachers being used, which have resulted in behaviour standards slipping. Staffing is becoming more settled but some teachers have only had a very short time to develop relationships with pupils.

Extended care is provided by a well-managed breakfast and after-school club. Pupils are provided with stimulating opportunities within a safe and caring environment. Attendance is routinely recorded and all the welfare requirements are met. Pupils are provided with a healthy snack and have good opportunities for exercise.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leadership team work well as a team, with a united vision to raise achievement for all pupils within a caring environment. Systems to improve progress are established and supported by all levels of management. Teachers are fully involved in taking responsibility for the progress of their pupils and their skills have been developed by the leadership team through direct guidance from a regular programme of lesson observations.

Opportunities are also provided for teachers to visit other schools to observe teaching. The governing body provides satisfactory support to the school. Whilst some members are very active, the majority have only recently been appointed and are not fully involved in school improvement. They share the same vision as the senior leaders but, at present, are supporting rather than questioning and challenging. They have ensured that extended care for pupils is provided by setting up the breakfast and after-school clubs and ensuring it runs smoothly.

The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. There is no sign of discrimination within the school and every pupil has the same opportunities within class and other school activities. As a result, all groups of pupils make good progress. Safeguarding arrangements are good with excellent site security. Records of the suitability of all staff to work in the school are all up to date. An extensive range of risk assessments have been carried out and are regularly reviewed. Parents and pupils are consulted through questionnaires about safeguarding issues and staff are regularly trained to ensure that they are aware of current procedures including e-safety. The support for pupils whose circumstances make them potentially vulnerable is

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exemplary, as are the records of meetings with external agencies. The actions to support community cohesion are based on an initial audit which had been led by the high school. Detailed action plans have included modifications to the curriculum to enhance pupils' understanding and enable them to make contact with pupils from different backgrounds during joint school sport activities and school trips. Pupils from a nearby school with different cultural backgrounds have visited the school to talk to pupils and all Key Stage 2 pupils have visited Manchester to observe and experience a completely different community and meet people who live there.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Nursery and the Reception classes all present a vibrant and pleasant learning environment where children are happy and secure, enabling them to make excellent progress, especially in their personal skills. All the adults are very experienced and well trained to support all aspects of the children's development. They work as a very efficient and caring team. Leadership and management are outstanding because the coordinator has a complete understanding of the strengths of the provision and where further improvements are possible. All safeguarding and welfare requirements are fully met and most exceeded. There are well-established arrangements to help children settle into the routines quickly through very effective communications with and involvement of parents and carers. The excellent links with parents are supplemented by strong links with external agencies to ensure that the needs of all children are met. Close monitoring by teachers ensures that if they need extra help they are given it at the earliest opportunity. Teaching is currently consistently good and often outstanding ensuring that the children who initially have skills lower than expected leave Reception with their skills at expected levels for their age. In previous years, children's skills on entry were well below average and children left Reception with lower than expected skills. Children are polite and friendly



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and all behave extremely well. They have outstanding relationships with each other and with all the adults. A significant feature of the provision is the amount of interaction during the school day between the Nursery and the Reception children which helps the younger ones follow the role models set by the older ones.

Within the classroom, children have a wide range of learning opportunities and a very good balance is maintained between teacher-led activities and ones the children choose themselves. They have good access to the outdoor area which, although limited in size, is used well to extend the classroom learning. The curriculum includes a good proportion of physical exercise and also opportunities to learn about people in different countries. They produce much work of very high quality and photographic records are used well to support their learning and monitor their progress. The celebration of pupils' work is a high priority and work is clearly displayed around the classrooms. Regular assessment systems ensure that teachers set appropriate work and share the progress information with parents and carers. Although very good systems are already being used to monitor progress, leaders are currently trialling a potentially better system.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Most parents and carers who returned questionnaires were pleased with what the school provides. A minority of parents and carers think the school does not deal effectively with unacceptable behaviour or that the school is led and managed effectively. A few parents and carers made written comments. Most were supportive comments such as, 'My child is very happy and is actively encouraged and supported' and, 'Our son really enjoys coming to school, so far we are really impressed with his progress.' A very few had individual concerns but they did not follow a pattern.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingsfield First 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	61	21	31	1	1	2	3
The school keeps my child safe	46	69	18	27	1	1	2	3
My school informs me about my child's progress	40	60	19	28	4	6	2	3
My child is making enough progress at this school	40	60	20	30	3	4	2	3
The teaching is good at this school	42	63	19	28	2	3	3	4
The school helps me to support my child's learning	37	55	23	34	4	6	2	3
The school helps my child to have a healthy lifestyle	32	48	28	42	2	3	2	3
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)	33	49	17	25	3	4	3	4
The school meets my child's particular needs	35	52	24	36	3	4	3	4
The school deals effectively with unacceptable behaviour	30	45	20	30	9	13	5	7
The school takes account of my suggestions and concerns	24	36	29	43	4	6	6	9
The school is led and managed effectively	29	43	22	33	8	12	6	9
Overall, I am happy with my child's experience at this school	38	57	20	30	5	7	3	4

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.**



28 March 2011

Dear Pupils

**Inspection of Kingsfield First School, Stoke-on-Trent, ST8 6AY**

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and looking at the work you do. Your school is giving you a good education.

There are many things we admire about your school and these are a few of them.

Those of you in the Nursery and Reception classes are getting an excellent start to your education.

You all enjoy school and make good progress as a result of good teaching.

Most of you behave well and you say that any bullying is always dealt with.

There are many after-school clubs and activities which a large number of you join in with.

You get good opportunities to learn about pupils from different backgrounds.

These are the things we have asked the school to do to make it even better:

- ensure that when teachers mark your work they always tell you how to improve
- give you more opportunities to assess your own and each other's work in lessons
- encourage all parents to ensure you all attend regularly.

All of you can all help by continuing to work hard and not missing school unnecessarily.

Yours sincerely

John Horwood

Lead inspector

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