

# Kinsley Primary (J and I) School

## Inspection report

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<b>Unique Reference Number</b>	130969
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	360177
<b>Inspection dates</b>	4–5 May 2011
<b>Reporting inspector</b>	Steven Hill

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>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Gosney
<b>Headteacher</b>	Mr Paul Birdsall
<b>Date of previous school inspection</b>	14 January 2008
<b>School address</b>	Wakefield Road Fitzwilliam, Pontefract West Yorkshire WF9 5BP
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by seven teachers. Discussions were held with staff, members of the governing body, the School Improvement Partner and groups of pupils. Inspectors observed the school's work and looked at a range of documentation, particularly that related to safeguarding and the tracking of pupils' progress. Samples of pupils' work, on display and in their books, were examined. Questionnaires were analysed from older pupils, staff and from 78 parents and carers.

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

- The extent to which teaching and pupils' consequent progress has improved over the last year, and whether differences in progress between boys and girls have been addressed successfully.
- The school's work to promote attendance and its impact.
- Whether the good standard of behaviour observed at the last inspection has been maintained.

## Information about the school

The school's size is below average for a primary school. The very large majority of pupils are White British, with the rest from a variety of different minority ethnic heritages. Almost half the pupils are known to be eligible for free school meals; a well above average proportion. The proportion of pupils with special educational needs and/or disabilities is well above average. A very small minority of pupils speak English as an additional language. The school runs a breakfast club each morning. Since the last inspection, there has been considerable turnover of staff, including senior staff and a number of temporary headteachers. The current headteacher took up the post in September 2009.

**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**

**2**

## Main findings

The school's effectiveness is satisfactory. It has made great improvements in the quality of education since the current headteacher took up post. In particular, teaching is now good throughout the school and, as a result, pupils are making good progress. Relationships with parents and carers, a weakness at the last inspection, are now good. Attendance, which was very low two years ago (90%), improved remarkably last year, and continues to improve, although at 93%, it is still low

Achievement is satisfactory. Pupils are making up a lot of the ground that was lost after the last inspection, when teaching and leadership were very unsettled, and records show that progress was very erratic. Pupils' progress over the last year has been good in both English and mathematics, and continues to improve. However, the impact of this is not yet fully reflected in attainment, which remains low, although it is improving rapidly in both subjects.

Some of the weaknesses in attainment stem from the fact that, overall, children start in the Early Years Foundation Stage with skills that are much lower than those expected nationally. Progress in this key stage is good, and attainment at the end of Reception has gone up steadily for several years, although it is still below average. However, in the rest of the school, inconsistent progress in the past meant that achievement was not as good as it should have been and attainment fell, especially in mathematics. Over the last year, attainment has risen in English to be much closer to the national average by the end of Year 6. In mathematics, previous progress had been particularly weak, and attainment had fallen further than in English. Although attainment in mathematics is now rising fast, it remains low. Too many pupils do not attain the expected Level 4 in mathematics by the end of Key Stage 2, although many more do so in English. In English, marking is very effective in helping pupils to improve, and there is a well-established, wide range of intervention strategies to support any pupils who are struggling. In mathematics, such strategies are more recent and not as extensive, and marking is not as strong.

A key strength of the school is the good care, guidance and support provided for all pupils, that is carefully matched to their needs. This is rooted in good relationships and increasingly strong links with families. As a result, many aspects of pupils' personal development are good. Pupils behave well, enjoy learning and feel safe in school. Their spiritual, moral, social and cultural development is good. They get on well with adults and each other, work hard in class and play together happily. An increasingly interesting curriculum adds to their enjoyment.

The school's self-evaluation is accurate and there are good strategies in place to tackle remaining weaknesses. The headteacher and senior staff provide clear educational direction and all staff work as an increasingly effective team in driving improvements. The

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significant improvements made in the last year, particularly in achievement and provision, confirm that the school has good capacity for sustained improvement.

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, especially in mathematics, by:
  - consolidating the improved progress so that pupils continue to make up ground lost in the past
  - extending the impact of intervention programmes in mathematics, especially in helping more pupils to reach the expected Level 4
  - improving marking in mathematics so that it more consistently shows pupils how to improve in the future
  - making sure that more able pupils are always challenged by the tasks they are given in mathematics.
- Improve attendance and reduce the incidence of persistent absence by:
  - stressing to parents, carers and pupils the importance of attendance in raising achievement
  - rigorously implementing the many strategies that are in place to encourage good attendance.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy lessons, progress well and, as a result, achieve satisfactorily. They listen attentively to their teachers, answer questions thoughtfully and collaborate well. For example, in a lesson on probability, pupils in Year 6 tried hard to explain their ideas about particular terminology to the class, listening to each other's answers and refining their understanding well. They then settled quickly to work effectively in pairs and investigate the fairness of a game, sharing their ideas enthusiastically. Year 2 pupils made good progress in understanding the ideas of a sequence of numbers, working well independently and showing good concentration. All pupils make similarly good progress and the school tracks different groups well. The resultant data show that differences between the achievement of boys and girls are being steadily eliminated. Pupils with special educational needs and/or disabilities achieve well because their work is planned carefully to be challenging but manageable. They often receive extra attention in class from either their teacher or other adults, who provide a good balance of support and challenge. Pupils who have emotional problems or struggle to conform to accepted standards of behaviour are managed very well, and a mixture of firmness and encouragement enables them to settle down and make the same good progress as their classmates.

Pupils are polite, friendly and courteous. Boys and girls from different backgrounds play and work together happily. They understand and value diversity. One pupil said, 'Everyone has a right to be happy and to be respected.' Pupils have a good understanding of how to contribute to their own and each other's safety, and do so conscientiously. They are very

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aware of fire procedures, for example, and know the dangers in smoking or using drugs. They enjoy exercise, as was seen when they joined in a lively 'wake and shake' session at the start of the school day, energetically moving to music. They contribute well to the school community through formal responsibilities which they undertake conscientiously, such as on the school council. They are very involved with the village community through such initiatives as the Generation Xchange project, where they worked with older people in the village and with the local football club. Attendance is improving quickly but remains low overall because of the very weak attendance of a small minority. Pupils' satisfactory and improving achievement, and their very positive social skills mean that, despite their low attendance, they are satisfactorily prepared for the future.

*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>	4
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>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>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?**

The good teaching and learning are characterised by well-organised and managed lessons, where teachers set high expectations of work and behaviour, and pupils respond positively. Teachers make good use of interactive whiteboards and other elements of information and communication technology (ICT) to enhance their lessons and promote pupils' interest and learning. They explain ideas clearly and consistently, preparing different work for pupils of varying abilities. This is generally done well, making good use of the accurate assessment information available, although occasionally more-able pupils work easily through some simple examples in mathematics lessons before getting on to

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more challenging work. Marking in pupils' books is generally good, but teachers are better at showing pupils how to improve in English than in mathematics.

The curriculum is improving. Increasingly, work that is thematically-based links ideas from different subjects in a way that makes learning both more meaningful and enjoyable. However, staff are still devising ways to link work in literacy, numeracy and ICT more systematically to the topics being studied. Good use is made of the local area and the spacious grounds to enhance learning, particularly in the interesting area of woodland on the site. Pupils particularly value the longer learning sessions that have been introduced. One said, 'We are given the time to finish our work, and aren't hurried.' There is a good range of visits and visitors as well as of popular extra-curricular clubs that all contribute to pupils' enjoyment.

All members of staff have a good understanding of individuals' social, academic and emotional needs and work effectively to meet them. Relationships are good and pupils like and respect their teachers, responding well to their guidance. Transition arrangements are particularly strong, especially the 'FEET' and 'Stay and Play' programmes for pre-school children. These make a major contribution to children, parents and carers feeling welcome and comfortable in the school when they start, and mean staff are better able to meet individual needs. The school makes good use of a range of outside agencies to meet the specific needs of pupils whose circumstances make them vulnerable, and this has made a notable contribution to the well-being and achievement of individuals. An extensive range of measures has contributed to the much improved attendance, and absence continues to fall as these are implemented. The popular breakfast club contributes to pupils' social development and provides a warm welcoming atmosphere, as well as a nourishing meal. One pupil said, 'I like to see my friends. It's a good way to start the day, isn't it?' The club makes a very positive contribution to the outcomes for some pupils, including in raising their attendance significantly.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher and senior staff lead an effective team, which is improving provision and driving up achievement. Learning is better because of the rigorous tracking of pupils' progress, so that staff identify any issues in learning, and work together to address them, both through targeted work in class, and through carefully tailored support for individuals. The monitoring of teaching has enabled feedback and support to teachers that have helped them to improve their practice, and has greatly increased the consistency of teaching in the school. Governance is satisfactory. The governing body is supportive and

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has secure systems to learn about the school's strengths and weaknesses, and to hold it to account for its performance, although its understanding of attainment and progress is not detailed. The governing body successfully gives a high priority to safeguarding and continually seeks to improve systems and practice. As a result, safeguarding is good. All systems are in place and implemented rigorously. The school council regularly audits safety issues and reports back on its findings, and keeping safe is very well embedded in the curriculum, through the road-safety programme, for example. Equal opportunities are promoted well and gaps in performance between boys and girls, and between results in mathematics and English, are being eliminated well. Partnerships with parents and carers are strong; a major improvement since the last inspection. Parents and carers are welcomed into school and given good information about school life, as well as about how their children are doing. Other partnerships are good, including with different agencies who contribute to the well-being and progress of individuals with particular needs. Links with other schools and with village organisations, as well as local professional sports clubs, all contribute to extending and enlivening the curriculum. These local links make an excellent contribution to community cohesion, and the school itself is a happy and harmonious community. This is being extended abroad through the links developing with a school in the Gambia. However, engagement with other communities in the United Kingdom is at an early stage, and the evaluation of the impact of the school's work is largely informal.

*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>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The children in the Reception and Nursery classes make good progress from generally very low starting points. Attainment at the end of Reception is getting closer to the nationally expected levels. Children settle quickly and happily into school and feel safe and secure. They enjoy a wide range of exciting and interesting activities, indoors and out.



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There is a very good balance between activities directed closely by adults, those which adults suggest, and those that children choose for themselves. When working with an adult, children make good progress. For example, a small group of Reception children improved their vocabulary and their understanding of position and number when they investigated how to program a 'robot', guided by carefully balanced questioning and instruction from their teacher. Excellent use is made of the interesting and spacious outdoor area to develop children's understanding in all areas of learning. The provision is well led. The integration of many activities for the two age-groups means transition is smooth, and younger children gain from the example of older playmates. Relationships with parents are particularly good, and the pre-school 'FEET' group sessions are led by the nursery nurse, who is then a familiar presence when children start in the Nursery. Assessments are thorough and ongoing, and are used well to plan the next steps in learning, and to match activities to children's interests.

*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

Parents and carers are overwhelmingly positive about the school and what it provides for their children. They particularly value that their children are happy and safe in school, that teaching is good, and that lapses in behaviour are dealt with effectively. The proportion of replies received was above average, but few made written comments. Of those that did, several mentioned the improvements made recently. Typically, one wrote, 'I am confident that my child receives a high standard of education in a safe and stimulating environment. The changes and improvements over the last two years have been excellent.'

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

Ofsted invited all the registered parents and carers of pupils registered at Kinsley Primary (J and I) 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	71	23	29	0	0	0	0
The school keeps my child safe	55	71	21	27	0	0	0	0
My school informs me about my child's progress	44	56	31	40	0	0	0	0
My child is making enough progress at this school	35	45	37	47	1	1	0	0
The teaching is good at this school	47	60	28	36	0	0	0	0
The school helps me to support my child's learning	40	51	32	41	0	0	0	0
The school helps my child to have a healthy lifestyle	44	56	29	37	3	4	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)	46	59	32	41	0	0	0	0
The school meets my child's particular needs	38	49	27	35	0	0	0	0
The school deals effectively with unacceptable behaviour	47	60	21	27	2	3	0	0
The school takes account of my suggestions and concerns	35	45	31	40	0	0	0	0
The school is led and managed effectively	47	60	30	38	1	1	0	0
Overall, I am happy with my child's experience at this school	54	69	22	28	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



06 May 2011

Dear Pupils

**Inspection of Kinsley Primary (J and I) School, Pontefract, WF9 5BP**

Thank you very much for your warm welcome and for all the help you gave us when we visited your school. We enjoyed talking to you and seeing you hard at work in lessons. We were particularly pleased to see that you all get along so well together, and that your behaviour is good. You told us that you feel safe and happy in school, and we could see why.

Your school provides a satisfactory education and is getting better all the time. Your teachers are good at helping you to learn, so you are all making good progress. In the past, many of you did not make the progress you should have. You are catching up fast now, especially in English, and standards are going up quickly, but overall your standards still lag behind those of pupils in most other schools. We have agreed with the adults that they are going to concentrate on helping you catch up further, especially in mathematics. You can help by keeping up your hard work, especially in numeracy lessons, and making sure you follow the advice that teachers give you when they mark your books.

The adults are good at looking after you and keeping you safe, and they keep a careful eye on how everyone is getting on. This means that if anyone needs extra help, the adults can give it straight away.

Most of you really enjoy school, although some of you do not attend as often as you should. This means you miss out on some exciting things, and do not make as much progress as you should. We have asked the school to work with you and your parents and carers to make sure that you all get the full benefit of what the school has to offer.

We hope you all carry on enjoying life at school.

Yours sincerely

Steven Hill

Lead inspector

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