

# Kingsfold Primary School

## Inspection report

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<b>Unique Reference Number</b>	119278
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358526
<b>Inspection dates</b>	10–11 May 2011
<b>Reporting inspector</b>	Sarah Drake

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>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tom Taylor
<b>Headteacher</b>	Mrs Linda Clement
<b>Date of previous school inspection</b>	10 March 2009
<b>School address</b>	Martinfield Road Penwortham, Preston Lancashire PR1 9HJ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight lessons taught by six different teachers. They held meetings with school staff, pupils and members of the governing body and spoke informally with parents and carers. The inspectors observed the school's work, and looked at a range of documentation relating to pupils' attainment and progress and the school's management, including safeguarding. They also took into account responses to the inspection questionnaires made by 11 pupils, four members of school staff and 25 families.

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

- Attainment levels, to ensure that they are at least at age-related expectations.
- The rate at which pupils make progress, with a particular focus on mathematics and more-able pupils.
- How successfully teaching builds on assessment information to provide different groups of pupils with the right levels of challenge and support.
- The success and pace with which leaders at all levels are driving forward school improvement.

## Information about the school

Kingsfold is about half the size of an average primary school. It serves a suburban area to the south west of Preston. Most pupils are White British; the few pupils belonging to minority ethnic groups are mostly of mixed Asian/ British heritage. Few pupils speak English as an additional language. Above-average proportions of pupils are known to be eligible to receive a free school meal and the same proportion has special educational needs and/or disabilities. A well-above average proportion has a statement of special educational needs. Around 25% of pupils join or leave the school midway through their primary education.

The school is organised into four classes plus an Early Years Foundation Stage Unit. Nursery-age children attend on a part-time basis. The school holds Healthy School status and the Activemark Gold award. It achieved the Financial Management Standard in Schools in February 2009.

In September 2007, the headteacher took on the leadership of the Phase 2 children's centre which opened on site. The centre did not form part of this inspection, but a report of its quality can be found on the Ofsted website.

**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

This satisfactory school is much appreciated by pupils, parents and carers. Typical of their appreciative comments is that 'it keeps brilliant track of my child's progress and education. It also provides a stable, nurturing environment for the children to learn effectively.' Under its good quality leadership, which is based firmly on rigorous monitoring of pupils' progress, the school is improving well and has demonstrated good capacity to sustain improvement. In the brief period since the previous inspection, the school has made progress with the recommendations made then and correctly identified further areas, such as the teaching of calculation skills, on which to focus. Its actions are having a good impact on improving the quality of provision and on pupils' learning.

Most children's skills levels on joining the Nursery are well below those expected for their age. The small numbers involved lead to significant variations in skills levels from year to year. Good provision in the Early Years Foundation Stage enables children to make good progress so that they join Year 1 with skills levels closer to, although still below, those expected. Attainment at the end of Year 2 has been well-below average over recent years, but the majority of pupils in Key Stage 1 are now working within the levels expected for their age. Attainment at the end of Year 6 is rising. A broadly average proportion of current pupils are working at the expected Level 4, although few pupils reach the higher Level 5 in either English or mathematics. Boys' attainment in writing and girls' attainment at the higher levels in mathematics are consistently weaker areas, but, overall, pupils make satisfactory progress from Year 1 to Year 6.

Pupils enjoy their time at school greatly, although their attendance is low and has been so for each of the past three years. They say they feel safe and are confident to seek support from adults. This is because staff know pupils well as individuals and give them good care and guidance. Pupils are friendly, behave well, act responsibly and generally pay good attention in lessons. The school, now, uses assessment well to identify individual pupils' needs, but the overall quality of teaching is satisfactory, with some teachers still focussing more on the planned activities than on what it is intended that pupils should learn. The curriculum has improved so that now it meets pupils' needs well. Under the clear direction, founded on sound realism, of the headteacher, who is ably supported by the assistant headteacher and members of the governing body, staff work well together as a team that is wholly committed to improvement. The school runs smoothly, is enhanced by displays of pupils' work and provides them with a welcoming, dependable environment in which they can concentrate on learning.

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.

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

- Raise attainment by the end of Year 6 to be consistently at least in line with national averages for Level 4 and Level 5, by focussing especially on:
  - – increasing boys' progress in writing
  - – increasing girls' progress in mathematics
  - – increasing the proportion of pupils reaching the expected levels by the end of Year 2.
- Ensure that all teaching is of good or better quality, by consistently:
  - – focussing lessons on what pupils are to learn rather than what they are to do
  - – involving pupils more in actively contributing to their own learning
  - – giving written guidance to pupils about how to improve their work.
- Raise attendance levels to at least average, by working even more closely with the few families whose children are persistently absent or late to school, to help them understand the impact of this on their children's future well-being.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils have a clear understanding that they are at school to learn. They pay good attention to teachers' explanations and directions and particularly enjoy using interactive whiteboards to, for example, confirm calculations. Pupils, generally, work neatly, sustain their concentration suitably and discuss their thinking sensibly with partners or adults. Their good behaviour makes a positive contribution to lessons even when, on occasion, they have to listen for a long time before they have the opportunity to get down to active work. The achievement of pupils in every year group, including those who arrive partway through their education and those who have special educational needs and/or disabilities, is at least satisfactory. This is a result of the school's early identification of and actions to tackle the specific areas that individual pupils are finding hard to master. Rates of progress have become more even over recent years. There is room for them to improve further, particularly for the more-able pupils, to ensure that attainment is consistently at least in line with national averages. Pupils who have special educational needs and/or disabilities make satisfactory progress overall. Those with a statement of special educational needs make good progress from their starting points, due both to well-targeted adult support and to the way in which their classmates include them fully in activities.

Pupils are outgoing, play in an active and carefree manner, and happily take on responsibilities, such as young leaders in the playground. Members of the school council have worked with those from other schools to develop an anti-bullying charter and an internet safety code, 'Zip it, block it, flag it!' Pupils are interested in and accepting of those who belong to different cultures and who hold different beliefs and they have a good understanding of a shared moral code. They grow in self-esteem, collaborate well and develop broadly average basic skills, including in using information and communication technology (ICT), to support their future well-being. Overall attendance levels are affected adversely by some pupils' periods of significant ill-health. However, despite their enjoyment when at school, too many other pupils have extended absences or regularly

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arrive late in the morning, thereby missing out on important areas of learning. Nevertheless, pupils learn to apply their basic skills in a good range of contexts within the good curriculum and make good progress in developing the personal skills that will help them move on to the next phase of their education.

*These are the grades for pupils' outcomes*

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

Good relationships and behaviour management mean that lessons start promptly as teachers clarify the lesson content and the expectations of what pupils should achieve. In practice, the teachers do not always focus closely enough on what pupils should achieve as the lesson progresses. Planning builds on prior learning, takes into account the information about pupils' different abilities gained from assessment of their progress, and provides pupils with activities that engage their interest. Sometimes, teachers do too much talking, rather than seeking, valuing and building on pupils' contributions. On occasion, the work identified for more-able pupils fails to present them with sufficient challenge. In the best lessons, teachers, skilfully, adapt their questioning so that it encourages pupils of all abilities to think hard about their learning. Teaching and special support assistants make a valuable contribution and teachers check pupils' work effectively so that they seldom veer off task. The marking of pupils' weekly extended-writing task and mathematics work provides helpful pointers for improvement. As yet, the good practice evident does not extend consistently to pupils' other written work.

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Themes such as, 'Spaced Out' and 'It's all Greek to me' bring learning to life for pupils while at the same time ensuring that they develop their skills in a logical manner. The curriculum is adapted particularly well to ensure that those whose specific weaknesses have been highlighted through the monitoring of their progress have opportunities to fill any gaps in their learning. For example, the teaching of letters and sounds to younger pupils means that each can progress at their own pace, ensuring that they develop a sound basis on which to build future work. Visitors and the imaginative use of resources enhance pupils' learning, as does the wide range of very popular extra-curricular activities. The good emphasis placed on promoting pupils' personal development and self-esteem, including through awards such as, 'citizen of the week', supports the good outcomes in this area. Similarly, staff put to very good use their detailed knowledge of individuals and their families in order to provide them with good-quality care and guidance. This has a very good impact, for example, on helping pupils to develop self-discipline and consideration for others. Fruitful partnerships with a wide range of outside agencies strengthen the school's own support systems for those with special educational needs and/or disabilities or whose circumstances make them potentially vulnerable. The school's rigorous monitoring of pupils' absence, liaison with other agencies and communications with parents and carers have reduced levels of persistent absence, but have not yet resulted in raising attendance to average levels.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	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?

Good-quality leadership and management are driving school improvement at a good pace. Termly analysis of individual pupil's progress leads to detailed discussions between class teachers and senior leaders, followed by considered action to tackle identified weaknesses. The impact of the actions is evaluated carefully and any necessary adjustments made. Subject leaders and the teams responsible for different areas of learning monitor the provision and outcomes for their areas rigorously so that all are aware of whole-school issues and contribute to improvement. Through its well-organised committee structure, the governing body has developed a good knowledge of the school. It balances well the compliance with statutory requirements, support for the leaders and close interrogation about pupils' progress. Good systems ensure that pupils are safeguarded from harm.

The school's good promotion of equality of opportunity underpins its happy atmosphere and seamless inclusion of all pupils. It is also helping to close the attainment gap between its pupils and others nationally and narrowing the gaps in attainment between in different subjects. The school promotes community cohesion well locally, for example, it helps 'silver surfers' to develop ICT skills and pupils pay exchange visits to a school in a rural

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location, but plans to extend such activities more widely are at an early stage of development. The large majority of parents and carers are well engaged in their children's learning, supporting their homework, attending events, helping to raise significant funds and contributing their views about possible improvements.

*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>2</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

Good arrangements to ease children's entry into the Nursery, including home visits for those who wish and close liaison with children's centre staff, mean that the children soon grow used to expectations and routines. Initially, most children's skills are weak in all areas of learning, but particularly in their knowledge and understanding of the world. In the well-organised unit, which is full of activities that invite investigation, children increase their ability to concentrate and they develop good relationships with adults and each other. They make good all-round progress, especially in their dispositions and attitudes and in the use of numbers as labels for counting. However, by the end of the Reception Year, the proportion of children working consistently at the expected levels in all areas of learning remains below the national average. Indoors, good quality labelling supports children's reading skills and their understanding of what 'We are learning to' do. The impressive food preparation area gives children free access to healthy snacks, as well as good opportunities for weighing, measuring and baking. Staff are currently developing ideas about how to make the recently enhanced outdoor area more freely accessible to children, especially for large-scale physical play. Adults engage children well in conversation to develop their thinking, speaking and listening skills. They keep good track of individuals' progress, but do not always clarify in planning the next steps they should take in their learning. Good-quality leadership and management ensure daily liaison between staff and good access to staff training.



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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:	2
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

Around one third of families responded to the questionnaire, all of whom were full of praise for the school. Those who added written comments or spoke informally with inspectors had only good words to say, particularly about the attention paid to individuals' needs. The inspection confirms this as one of the school's strengths.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingsfold 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	84	4	16	0	0	0	0
The school keeps my child safe	21	84	4	16	0	0	0	0
My school informs me about my child's progress	20	80	5	20	0	0	0	0
My child is making enough progress at this school	20	80	5	20	0	0	0	0
The teaching is good at this school	21	84	4	16	0	0	0	0
The school helps me to support my child's learning	19	76	6	24	0	0	0	0
The school helps my child to have a healthy lifestyle	17	68	8	32	0	0	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)	17	68	6	24	0	0	0	0
The school meets my child's particular needs	19	76	6	24	0	0	0	0
The school deals effectively with unacceptable behaviour	19	76	6	24	0	0	0	0
The school takes account of my suggestions and concerns	16	64	7	28	0	0	0	0
The school is led and managed effectively	19	76	6	24	0	0	0	0
Overall, I am happy with my child's experience at this school	20	80	5	20	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.**



12 May 2011

Dear Pupils

**Inspection of Kingsfold Primary School, Preston, PR1 9HJ**

Thank you for your warm welcome to both the inspectors when we visited your school recently. We were impressed by your friendliness and good behaviour, well done! We have judged that you go to a satisfactory school. It is particularly successful in offering you good-quality care, guidance and support that are tailored to your individual needs. This helps you grow in self-esteem and self-confidence.

You have a happy start to their education in the Nursery and Reception Year and make good progress whilst you are there. Elsewhere in the school, progress is satisfactory, so that, by the end of Year 6, most of you are working at the level expected for your age. We have asked the senior leaders to help you make better progress, paying particular attention to boys' writing and girls' attainment in mathematics. We have also asked them to make sure that teachers give you enough challenge in all your lessons, plenty of opportunities to take an active part and that they mark more of work as helpfully as they do for the 'Big Write'.

You told us that you enjoy learning and find lessons interesting and we could see this when we visited your classrooms. It is a shame that some of you do not arrive punctually or attend regularly and so miss out on learning important new skills that will help you in the future. We have asked the school to work even harder than it does now to encourage your parents and carers to bring you to school regularly. You could help with this by explaining to them how much you enjoy learning with your friends. It was good to see that you enjoy physical activity and understand what types of food are healthy for you. You know also how to keep yourselves safe and you are keen to take on responsibilities, like the young leaders and the new eco-group. We hope that you continue to enjoy learning as much as you do now.

Yours sincerely,

Sarah Drake

Lead inspector (on behalf of the inspection team)

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