

# Kingsley Primary School

## Inspection report

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<b>Unique Reference Number</b>	121915
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	363949
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Jane Melbourne 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Ludford-Thomas
<b>Headteacher</b>	Sue Lane
<b>Date of previous school inspection</b>	13–14 July 2010
<b>School address</b>	Wallace Road Northampton NN2 7EE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors who observed 15 parts of lessons taught by seven teachers. Inspectors held meetings with representatives from the governing body and staff. They spoke to pupils in lessons and in the playground. They observed the school's work and looked at key documentation, including progress and assessment data, pupils' work, the school's policies, procedures for safeguarding pupils and the school's self-evaluation. Inspectors studied 79 completed questionnaires from parents and carers, together with 15 from staff and 99 from pupils.

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

- Is the achievement and progress of all pupils improving, including those at the top end of the school and those in the Early Years Foundation Stage?
- Is teaching and learning consistently good enough to shift the legacy of inadequate progress and does it build sufficiently on pupils' prior knowledge and skills?
- Are children safe in this school and are those who are the most vulnerable or who have particular needs well cared for and supported?
- Is the school doing well enough to be awarded a satisfactory overall outcome following this inspection?

## Information about the school

Kingsley is a smaller than typical primary school with almost two thirds of pupils coming from White British backgrounds. The remainder come from a wide range of minority ethnic groups and around a third of the pupils speak English as an additional language. An above average proportion of pupils are known to be eligible for free school meals. The number of pupils identified with learning difficulties and/or disabilities at around ten per cent of the school population is lower than is typical. Since the last inspection the school's interim headteacher has been appointed to a substantive post and, from this term, the school now has a deputy headteacher. Children in the lower school are now all taught in classes of single-age groups. The school provides a breakfast and after-school club which is managed separately. This provision is new from this term and was not inspected as part of this inspection. When the school was last inspected in July 2010 it was judged to require a notice to improve.

**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**

**3**

## Main findings

In accordance with Section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector of schools is of the opinion that this school no longer requires a notice to improve.

Kingsley Primary School provides a satisfactory standard of education. The headteacher has shown strong leadership through a challenging period. The teaching has improved overall and is now satisfactory. Rigorous analysis and the careful monitoring of pupils' progress mean that individuals and groups who are not making sufficient progress are quickly identified and steps are taken to help them. As a result, the pupils' achievement is satisfactory and their progress is accelerating. The quality of provision in the Early Years Foundation Stage has improved since the last inspection and is now good. Consequently, the school demonstrates a satisfactory capacity to improve further.

Children usually join the school with skills and abilities that are well below those typical for their age. They make good progress in the Early Years Foundation Stage. Progress is satisfactory across the rest of the school and is improving. Last year's Year 6 pupils made good progress over the year but this was not enough to make up earlier lost ground. Consequently, standards in English and mathematics by the end of Year 6 remain low. The progress of pupils with special educational needs and/or disabilities is in line with that of other pupils. However, there are inconsistencies in the training for support staff, the management of support for these pupils, and the monitoring and evaluation of the impact of this support.

Behaviour across the school is consistently good. The pupils want to come to school and the school's work with parents and carers and procedures for raising attendance have been effective in significantly reducing persistent absence. Attendance is now average. The school has worked hard to build its relationship with parents and carers, who are overwhelmingly satisfied with the improvements the school has made. More parents and carers are now coming into the school as volunteers or to participate in family learning. The school recognises that there is further work to do to fully engage more parents and carers in their children's learning to raise pupils' aspirations and achievement further.

The quality of teaching and learning is satisfactory overall. An increasing proportion of good teaching is accelerating the rate of pupils' progress. However, staff do not always ensure that all pupils practice their speaking and listening sufficiently. In addition, teachers sometimes miss the opportunity to assess pupils' learning during

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lessons and with it, the chance to increase the challenges and expectations they set for them.

The curriculum is satisfactory. It has begun to build more effectively on pupils' interests, particularly in Years 1 and 2. The school is providing enriching opportunities to enhance the curriculum and there is greater extra-curricular provision at lunchtimes and after school. The school ensures each class takes at least one visit outside of the school each term and encourages regular visitors in to stimulate interest and the pupils' writing. Pupils have positive attitudes to learning, which have significantly improved their enjoyment and success. Care, guidance and support are satisfactory overall, although staff provide good care for pupils, particularly those whose circumstances may make them vulnerable. Pupils confirm that they feel well cared for and that they are safe.

The new senior leadership team is using self-evaluation of the school's performance and accurate checks of the pupils' progress to bring further improvements. Other aspects of leadership and management are relatively new, particularly middle leadership. In addition, some members of the governing body are new and still developing their roles in using monitoring and evaluation to bring further improvements.

Up to 40% of the schools whose overall effectiveness is judged to be 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?**

- Develop the skills and roles of middle leaders and governors in effectively evaluating and better using evidence gathered through monitoring to further secure school improvement.
- Increase parental involvement in their children's learning to help the school raise pupils' aspirations and achievement further.
- Raise pupils' attainment in literacy, mathematics and science by:
  - assessing pupils' progress within lessons and making use of this information to ensure that expectations remain challenging and appropriate
  - including all individuals and groups of pupils in the lessons and ensuring they all participate in speaking and listening opportunities
  - evaluating the impact of the interventions pupils receive and ensuring that all staff are adequately trained to support them.

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

**3**

Pupils' attainment overall remains low, despite being on an upward trend. Overall, pupils make satisfactory progress, with an increasing number making good progress in reading, writing and mathematics. Analysis of groups shows that achievement

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does not significantly differ for those children who speak English as an additional language or who are from minority ethnic groups. Most pupils enjoy their learning. Pupils’ learning is satisfactory overall, but in the lessons where there are more practical activities and the content is effectively matched to build on their existing skills and knowledge, pupils learn well. The school works hard to meet the needs of pupils whose circumstances may make them vulnerable. Pupils with special educational needs/and or disabilities also achieve satisfactorily, but their progress towards their individual targets is not adequately reported on, nor does the school’s procedures sufficiently involve the parents of these pupils in their children’s learning and progress.

There has been an improvement in the extent to which pupils feel safe and their behaviour remains consistently good and well-managed. Pupils understand about some aspects of being healthy and participate in a range of sports and physical activities, such as gardening and swimming, or after school fitness clubs, where take-up is encouraging at around one third of pupils. However, some are still not taking enough care about eating healthily. Pupils contribute well to the school community by becoming assembly monitors or by being elected onto the school council. The school consults with them regularly and values their opinions. Pupils’ attendance has improved and is now in line with what is expected nationally. Pupils’ spiritual, moral, social and cultural awareness is developing satisfactorily, for example, through celebrating new birth in Friday assemblies.

*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	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>3</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>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

<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

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Inadequate teaching has been eradicated and there is now a significant proportion of good teaching. Work is usually matched well to the full ability range of pupils and their targets. Some teachers use assessment throughout the lesson and some are sufficiently confident to adapt the activities and respond to pupils’ immediate needs but others miss these opportunities. Not all pupils are participating fully in speaking and listening opportunities afforded to them. Regular meetings between staff help them to identify pupils’ progress and gaps in learning so that support can be targeted accordingly. However, the impact of this support is not monitored effectively and the quality of the support is variable according to the training staff have received. Pupils are just beginning to evaluate their own learning in some classes, but this is at an early stage. Across the school, marking is thorough and pupils receive good quality feedback on their work. Consequently, they are generally clear about what they do well and what they need to do to improve and how to meet their targets.

The curriculum is particularly enhanced by a wide range of visits and visitors. The school uses specialist music teachers to teach the Year 5 and 6 pupils to play an instrument. Improved teaching of the sounds that letters make and a consistent approach to reading across the school have improved pupils’ learning in basic skills. There is a whole school focus on developing speaking and listening opportunities across the whole curriculum, for example, by the use of drama within lessons. Staff are currently engaged in reviewing the curriculum to ensure that there are many opportunities for pupils to apply their reading, writing and mathematical skills in all areas. The school has identified the need to improve the quality of science within the curriculum. Innovative approaches to homework, which build on pupils’ existing knowledge and skills, have also enhanced the curriculum. While some pupils are also able to engage their parents and other family members in this, aiding their understanding of their child’s learning and helping to develop spoken language, whether it is in English or their home language, the school recognises there is still more to do to engage a higher proportion of parents.

One of the school’s strengths is in the care it affords to those pupils whose circumstances may make them the most vulnerable. Staff, and particularly the headteacher, know pupils very well indeed. Transition arrangements at all levels are effective, particularly for pupils settling into and moving out of the school. The school has significantly improved attendance and effectively supports those whose attendance is irregular. This has been aided by the work of the learning mentor who liaises closely with families.

*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	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>

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**The effectiveness of care, guidance and support**

**3**

## How effective are leadership and management?

The headteacher is now supported by a relatively new, but enthusiastic, team who are ambitious for what the school and the pupils can achieve. Subject leaders are becoming better informed by taking a more challenging role in monitoring planning, assessment and pupils’ work. School improvement has been rapid because of the headteacher’s successful prioritisation of necessary actions and key appointments to the staff team. There have been some changes in roles and responsibilities within the governing body, which monitors the school regularly and is satisfactory. Governors are, however, not using the information they gather to provide consistent challenge and practical assistance to the school.

The school’s self evaluation is accurate. The headteacher has followed up all areas for improvement rigorously and held staff to account. As a result, the quality of teaching and pupils’ progress has improved, although the school did not reach its statutory targets in 2011. The school ensures it meets current requirements for safeguarding pupils. A small number of staff still have to complete the most up-to-date training, which is planned for. There are particularly robust procedures for tracking and identifying concerns for the pupils whose circumstances may make them vulnerable.

The school has continued to foster positive relationships with parents and carers by providing regular curricular information and consultations. Parents and carers appreciate this good level of communication. However, not all parents are fully engaged with their children’s learning. The school promotes equality of opportunity satisfactorily by ensuring that all pupils are included in its activities. The school continues its satisfactory work on developing opportunities for community cohesion and using the rich cultural diversity within the school and further afield. There are positive links with local schools, particularly pre-school providers and the high schools.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and</b>	<b>3</b>



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<b>tackles discrimination</b>	
<b>The effectiveness of safeguarding procedures</b>	<b>3</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 quality of provision in the Early Years Foundation Stage has improved since the last inspection and is now good. The classroom and outdoor areas inspire children to initiate their own learning and activities are successfully planned around their individual and collective interests. There is a good balance between self-chosen activities and those directed by adults. Children are progressing well in their knowledge of the sounds that letters make, which is taught effectively. Children’s personal, social and emotional development is good, aided by staff’s strong relationships with children and their high expectations of them. Children also make good progress in their early counting, calculation and physical development. This is due to children using and building on their existing knowledge and skills. The leadership and management of the Early Years Foundation Stage are good and staff are working effectively together to evaluate provision and outcomes for children. Regular observations inform the assessment of children’s progress across the Early Years Foundation Stage, which helps to identify their next steps in learning. Staff have identified that speaking and listening as well as creative development are continuing areas of concern and for concerted focus. Staff have developed positive and close working relationships with parents and carers, which begin with home visits and an effective transition period in the summer term prior to admission. Parents’ input to their children’s records of achievement, known as ‘Learning Profiles’, is regular and valued by staff.

*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

Seventy-nine parents and carers with children at the school responded to the Ofsted questionnaire, which represents over a third of the school population. The vast majority agreed or strongly agreed with the statements about the school and there was a high degree of satisfaction. There were a very few isolated comments querying whether the school met their children’s needs and whether the school dealt

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with unacceptable behaviour well enough. Inspectors investigated these concerns and concluded that behaviour is good and the school continues to strive to meet individual children's needs, but that not enough is done in respect of communicating regularly with those parents who have children with particular learning difficulties and disabilities. There were a small number of additional positive comments, particularly noting parents' pleasure with their children's and the school's progress, improvements to the learning environment and the strengthening of leadership. Parents also clearly appreciated the efforts the school makes to encourage them to take an active role in their children's education. The welcome the school provides to parents is evident in the increase in regular parent volunteers.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingsley 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	58	27	36	3	4	0	0
The school keeps my child safe	43	57	32	42	1	1	0	0
The school informs me about my child’s progress	39	51	29	38	5	7	0	0
My child is making enough progress at this school	30	39	36	47	4	5	0	0
The teaching is good at this school	38	50	31	41	3	4	0	0
The school helps me to support my child’s learning	33	43	35	46	4	5	0	0
The school helps my child to have a healthy lifestyle	38	50	32	42	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)	31	41	39	51	1	1	0	0
The school meets my child’s particular needs	34	45	33	43	0	0	2	3
The school deals effectively with unacceptable behaviour	34	45	30	39	3	4	2	3
The school takes account of my suggestions and concerns	33	43	33	43	2	3	2	3
The school is led and managed effectively	36	47	34	45	2	3	0	0
Overall, I am happy with my child’s experience at this school	41	54	28	37	3	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



29 September 2011

Dear Pupils

### **Inspection of Kingsley Primary School, Northampton, NN2 7EE**

Thank you for the welcome you gave to the inspection team when we visited your school last week. It was lovely to speak with so many of you during your lessons and in the playground, as we think your views are really important. I am delighted to see how your school has been improving over the past year or so. The school has a lovely feel about it and I can see why you enjoy coming to school more now. Mrs Lane has done a good job over the past year. The good news is that your school no longer requires a notice to improve because it is now satisfactory.

These are the main things we noticed.

- Attendance has improved and your behaviour is good.
- Teaching and learning is better than it was before.
- You know your targets and what you need to do to improve.
- You are all making better progress in your learning.
- The Reception classroom is attractive and children are making good use of the outdoor area.
- You tell us that you all feel safe.

In order to improve even further, I have asked the school to do the following things.

- Help the people who are responsible for the school to improve their skills.
- Ask the teachers to work more closely with your parents so that they can help you with your learning.
- Make better use of information about your progress to check that those of you who receive extra help are supported and doing as well as you can, and that all of you are included in lessons.

You all can help by making sure you listen in class and answer lots of questions. It is also important to read every day and always complete your homework.

I wish the school and each pupil success in the future.

Yours sincerely

Jane Melbourne  
Her Majesty's Inspector

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