

Kingswood Primary School

Inspection report

Unique reference number	124937
Local authority	Surrey
Inspection number	381010
Inspection dates	9–10 May 2012
Lead inspector	Kevin Hodge

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	David Haine
Headteacher	Duncan Steele
Date of previous school inspection	30 September 2008
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Age group	4–11
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Introduction

Inspection team

Kevin Hodge

Additional inspector

Lynda Walker

Additional inspector

This inspection was carried out with one day's notice. The inspectors observed 14 lessons taught by eight different teachers. These included joint observations of four lessons conducted with the headteacher. Inspectors held discussions with groups of learners, staff and members of the governing body. The inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at development planning, the school's website, self-evaluation information showing learners' progress, teachers' lesson plans and pupils' work. In addition, the inspectors analysed the questionnaire responses of 109 parents and carers along with those returned by pupils and staff.

Information about the school

This is a smaller-than-average size primary school with children in Early Years Foundation Stage taught in one Reception class. The proportion of pupils from minority ethnic groups is below average. Few pupils speak English as an additional language or are at an early stage of learning English. The proportion of pupils supported by school action plus or with a statement of special educational needs is lower than average, as is the proportion of pupils known to be eligible for free school meals. The school has exceeded the current floor standards, which are minimum standards for attainment and progress expected by the government. The school has a number of awards, for example Investors in People, Healthy Schools status, International School award and Activemark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It has improved since its last inspection. It is not yet outstanding because pupils' confidence to spell accurately and to present their work well varies between classes and, although improved, not all teaching is at the level of the very best. As a result, a few inconsistencies remain in the progress pupils make.
- Pupils' achievement is good. They have a very positive start in the Reception class. Pupils continue to make good progress, particularly in their reading, speaking, listening and number skills. All groups of pupils, including disabled pupils and those with special educational needs, learn and progress well.
- Teaching is now typically good. There are occasions when teaching is outstanding. In some activities, the pace of learning slows because teachers' explanations to the whole class take up too much time and the links made between what pupils learn and how it can be used in everyday situations are sometimes too few. Teachers promote an excellent atmosphere for learning.
- Pupils' excellent behaviour and attitudes to learning are key factors contributing to their improved achievement over time. They behave extremely well. They have an excellent awareness of how to keep themselves safe, for example, when using computers or when out of school.
- Senior leaders have succeeded in improving the school's effectiveness since the last inspection. They have rightly and successfully focused on improving weaker aspects of teaching and on addressing some underachievement in English. The majority of middle managers are adept at influencing development in their subject. The governing body is supportive, yet challenging. The vast majority of staff say they are well managed and feel proud to be a part of the school. Parents and carers are overwhelmingly supportive of the school's work.

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What does the school need to do to improve further?

- Improve pupils' attainment in writing in Years 1 to 6 by:
 - giving pupils more guidance about how to spell accurately
 - ensuring that pupils have more advice about how to present their work and that handwriting is consistently good in every class.

- Increase the proportion of good and outstanding teaching through the school by:
 - making teachers' explanations short, sharp and to the point so pupils can get down to activities more quickly
 - ensuring that pupils are reminded frequently about how to use their skills, for example number or writing skills, in everyday situations
 - making sure all middle managers have a clear understanding of how to influence the quality of teaching and learning in their subject areas.

Main report

Achievement of pupils

Pupils' achievement in reading, mathematics and speaking and listening has improved since the last inspection. Their very positive start to school life in the Reception class, where pupils start at the expected levels for their age, is laying a good foundation for this to continue. Children enjoy using their knowledge of simple letter sounds and combinations (phonics) to help them read simple words, while role play activities, for example the class hairdressers, help develop their communication skills. Well-structured activities foster their number, social and creative skills effectively. In Years 1 to 6, the focus on improving pupils' writing and language skills is enabling pupils, particularly boys, to write more creatively and speak confidently. A focus on teaching letter sounds has had some success, although not all pupils are confident to spell accurately. Presentation and handwriting are also too varied between classes, which means their work is not always presented well. The range and originality of writing has increased, and includes class travel brochures, descriptions of rationing in the Second World War and profiles of historical characters. In a lesson in Year 6 where teaching was outstanding, for example, pupils rose to the challenge and enjoyed writing the next episode in their class story using similes, alliteration and metaphors. Pupils confidently express themselves verbally and many, including less-able pupils, are articulate in getting across their ideas to each other.

Pupils are confident readers, often citing their favourite books and authors and, by the end of Year 2 and Year 6, pupils reach above average levels in their reading. They are also confident in their calculation work and early problem solving skills. Pupils are enthusiastic to practise and extend their number skills, although sometimes opportunities are missed to remind them of how these skills can be

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applied in everyday life. Regular use of information and communication technology (ICT) in lessons helps pupils enhance their work by using word processing and presentation programs, and through Internet research. Pupils of all abilities achieve well, including disabled pupils and those who have special educational needs, as the school quickly identifies those needing extra support. Well-planned small-group activities, both within class and in adjacent spaces, help them to achieve well. The few pupils from minority ethnic backgrounds integrate and achieve well. Parents and carers recognise the improvements noted by inspectors and are appreciative of the raised achievement levels.

Quality of teaching

The quality of teaching has improved since the last inspection. There is a greater proportion of good teaching and there are examples of outstanding teaching. However, there are still some inconsistencies and variations in quality. Collaboration with other local schools to identify and promote excellent practice is beginning to bear fruit.

Teachers are consistently good at choosing activities which are likely to interest and enthuse pupils. Recent reviews of the curriculum are helping staff to plan topics around activities, for example the 'Terrible Tudors', 'rivers' or 'out and about in Kingswood'. Activities are also starting to take shape based around the forthcoming Olympic Games and pupils are already talking excitedly about learning the facts and figures, and exploring the cultures and team spirit associated with the event. Class activities usually have practical 'hands on' elements. Children in the Reception class learn quickly through activities that develop a range of skills, for example role play, counting, learning about shapes or making imaginary cakes in the school café. In Years 1 to 6, practical activities also help pupils consolidate their basic skills, but occasionally pupils are not reminded enough about how they can be applied to everyday situations.

Teachers' good subject expertise helps pupils understand how to improve their work. Assessment routines, where teachers highlight strengths and weaknesses in pupils' work, ensure they know how to gauge their own pace of learning. This is particularly effective in supporting disabled pupils and those who have special educational needs. Teachers' explanations are usually clear in setting out the aims of lessons, but on occasions these are too long, so pupils do not get down to their group work as quickly as they could. Pupils always behave extremely well and these very enthusiastic attitudes to learning enable teachers to plan activities that develop pupils' independence and collaborative skills to good effect. Expectations of what pupils are capable of are usually high in this respect. Nevertheless, this does not always extend to insisting on the highest standards of presentation, particularly in aspects of their written work, which is not always presented carefully enough. Parents and carers are very positive about the quality of teaching.

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Behaviour and safety of pupils

Pupils are kept safe and respond by behaving extremely well. Particularly high regard is paid to fostering pupils' spiritual, moral, social and cultural development. Parents' and carers' views that pupils behave very well and have a high regard for others are well founded. Attendance levels are high. Pupils are caring and courteous to visitors and to others around the school and are particularly proud of their millennium garden and their 'Olympic flame' flowers. Lessons proceed calmly and smoothly, as pupils are willing learners and can readily be trusted to guide their own learning.

Pupils enjoy having significant responsibilities, for example being part of the eco-group or school council, and older pupils enjoy leading small games for younger pupils. The forthcoming Olympic Games is providing a platform for discussion about others from differing localities. This builds on the links with others in Africa and France and helps to develop pupils' cultural understanding. The school's website gives a flavour of how pupils develop effective links with the community, for example local churches, or in displaying their sporting or musical expertise together with other local schools. Several pupils described the school as having a 'lovely village' feel.

Playtimes and lunchtimes are extremely active, particularly for those pupils in Years 3 to 6. Pupils were keen to say they feel very safe and this is a view shared by parents and carers. Pupils are very clear about difficulties posed by bullying in differing forms, for example cyber-bullying, physical bullying or those related to physical disabilities. They are also very sure that any incidences of bullying are dealt with quickly and effectively. The family atmosphere, where all its members are valued, is a significant strength of the school.

Leadership and management

Senior leaders, including governors, have effectively addressed issues from the last inspection. These improvements include better liaison with parents and carers when children start the school, ensuring that new teachers integrate effectively, and that pupils' increased confidence in evaluating their own learning. Monitoring of teaching is regular and systematic and has succeeded in improving its quality to typically good levels. Senior staff say their initiative to work in collaboration with other schools to improve the quality still further is starting to bear fruit and aids their professional development. Middle managers are clear about their day-to-day roles, although not all influence the quality of teaching in their subjects to the same degree. Members of the governing body give the school good support. They have recently reviewed their structures to align more closely with school priorities, which means that they can gauge progress of improvement more astutely. The governing body implements safeguarding procedures well, including staff vetting procedures. The effective promotion of equal opportunities ensures that any differences between the attainment of different groups of pupils are minimised. The governing body and staff also ensure that the strong sense of community, noted by pupils, parents and carers, is maintained. This helps to ensure that any form of discrimination is not tolerated.

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The curriculum provides an increasing variety of activities and there are good opportunities to combine learning from different subjects, for example when learning about time connectives in English, related to the movement of the earth and sun. Opportunities to use ICT within lessons have been boosted by additional 'web book' computers, so pupils are able to use them routinely in day-to-day activities. These complement their activities in the computer suite and ensure pupils have a good grounding in a range of ICT skills. Pupils' understanding of their local community is good, and links with others in Africa and France, along with studying Christmas traditions in different countries, broaden their understanding of others. The vast majority of parents and carers indicate they feel the school responds well to their concerns and keeps them well informed, concurring with inspection evidence.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



11 May 2012

Dear Pupils

Inspection of Kingswood Primary, Tadworth KT20 7EA

Many thanks for your welcome when we visited your school. We judge that yours is a good school which has improved and is trying hard to get even better. Here are some particular things we found out.

- You make good progress in your learning most of the time and your attainment in many subjects, especially reading and mathematics, is better than in most schools. Some of your writing could be better.
- Your ICT, science and other subject skills develop well. The gingerbread men designs made by the younger pupils are very special.
- You have kept up your excellent behaviour since the last inspection and you told us you feel extremely safe.
- Your attendance levels are high. Keep it up and well done!
- The school cares for you well.
- Keep up your excellent eco work and the millennium garden, and I hope you all enjoy the activities connected to the forthcoming Olympic Games. Well done on carrying a version of the Olympic torch to Epsom Downs!
- The headteacher, staff and governors are proud to work at the school and are continuing to find other ways of making it even better where possible.

We have asked the school to improve two particular aspects to help to make things even better:

- give you more help in your writing, particularly in helping you to spell consistently well and in presenting your work very neatly.
- help the staff make all lessons as good as the very best so you all make good or outstanding progress through the school.

You can help too by keeping up your excellent behaviour and giving your ideas about how the school can keep improving.

Yours sincerely

Kevin Hodge
Lead inspector

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