

Kingsleigh Primary School

Hadow Road, Kinson, Bournemouth, BH10 5HT

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not at least consistently good throughout the school and so pupils do not always make the progress they are capable of, especially in reading and writing.
- Teachers do not always have high enough expectations of the progress pupils are capable of making in lessons.
- Teachers do not always make sure that the work pupils are asked to do in lessons is suitable, as sometimes it is either too hard for them to complete successfully or, in the case of the higher ability pupils, too easy.
- The school's leadership and management at all levels, including phase leaders (teachers in charge of several year groups), have not taken enough responsibility for ensuring that all pupils make consistently good progress throughout the school.
- The quality of teachers' marking varies and does not always give pupils ideas of how they can improve their work.

The school has the following strengths

- Pupils behave well and are proud of the way they work and play together. They feel very safe and say that misbehaviour seldom occurs.
- The headteacher and deputy headteacher have developed good working relationships with parents and carers, who say they are pleased with the care and support the school provides for their children.
- Pupils say that they enjoy school and this is reflected in their improving rates of attendance.
- The governing body fulfils all its statutory responsibilities effectively and has developed very efficient procedures for ensuring the school uses its finances appropriately.

Information about this inspection

- This inspection was carried out with half a day’s notice and took place over two days.
- Inspectors observed 20 lessons. Four of these were joint observations with either the headteacher or deputy headteacher. The lead inspector and deputy headteacher also carried out short visits to each class to look at how well pupils are taught in different classes.
- The inspectors heard pupils from Years 1, 2, 3 and 6 read, and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Discussions were held with pupils, members of staff, the Chair and Vice-Chair of the Governing Body and a local authority representative.
- The inspectors observed pupils’ attitudes and behaviour and scrutinised the school’s safeguarding procedures.
- Inspectors analysed responses from 50 questionnaires from school staff.
- The inspectors looked at a variety of evidence, including the school’s evaluation of its work, minutes of governing body meetings, the school’s records of pupils’ progress, reports about the school from the local authority and samples of pupils’ work.
- Inspectors reviewed parents’ opinions about the school from 22 responses to the on-line questionnaire (Parent View) and also 30 conversations with parents and carers during the inspection.
- The school has achieved a Rights Respecting School Award, level 1 validated by UNICEF.

Inspection team

Nigel Ash, Lead inspector

Additional Inspector

Michael Barron

Additional Inspector

Janet Simms

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school with Nursery and Reception classes within the Early Years Foundation Stage. There are three classes of pupils in the Early Years Foundation Stage and in Year 1, and two classes in all other year groups.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in local authority care or known to be entitled to free school meals, is well above the national average.
- The proportion of pupils supported at school action is average, while the proportion supported at school action plus or with a statement of special educational needs is well above average. Their needs relate mainly to speech, language and communication difficulties, specific and moderate learning difficulties and behavioural, emotional and social difficulties.
- The vast majority of pupils are White British.
- The number of pupils joining or leaving the school other than at the beginning of the school year is much higher than typically expected.
- The school meets the government's floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a breakfast and after-school club at the school. It is managed by the governing body and was therefore included as part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good in all year groups by:
 - ensuring all staff have high expectations of the progress pupils are capable of making in lessons and the quality of presentation of pupils' work
 - ensuring that teachers' marking provides pupils with ideas about how to improve their work
 - ensuring teaching assistants are used to best effect in lessons, especially during lesson introductions.
- Ensure pupils in all year groups make at least good progress, especially in reading and writing by:
 - planning tasks that are not too hard or too easy for pupils to complete, particularly for the higher ability pupils.
- Improve leadership and management, by:
 - ensuring that the leadership and management of the school at all levels, particularly phase leaders, makes certain that all pupils make consistently good or better progress throughout the school
 - ensuring any advice given to teachers to help them to improve their effectiveness in the classroom is applied to their teaching quickly and efficiently
 - ensuring that governors use information it receives about school performance to question and more quickly address pupils' underperformance.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils in Year 6 are now achieving standards in reading, writing and mathematics that are comparable with the national average. However, pupils in nearly all other year groups, especially higher ability pupils, are not yet consistently making the progress of which they are capable and this reflects differences in the quality of teaching throughout the school.
- Children start school in the Early Years Foundation Stage with skill levels that are well below those typically expected for their age. Staff work hard to ensure that children soon settle well into class routines and begin to learn the expectations of school life. Appropriately, lessons at this early stage in the school year are concentrated on helping children to develop their speaking and listening skills in order to help them to learn and socialise with others.
- Although pupils in some year groups make good progress, that made in many other year groups is too variable, especially in reading and writing. In some classes, pupils are not provided with frequent opportunities to develop their writing skills.
- The school's initiatives to improve pupils' progress and to raise teachers' expectations of what pupils are capable of achieving have successfully raised attainment in several year groups, including Year 6. However, much still needs to be done if the progress pupils make is to improve throughout the school.
- Disabled pupils and those who have special educational needs receive the support they require to make similar progress to all other pupils, as do pupils funded by the pupil premium.
- Phonic skills are taught throughout the school. However, it was evident from listening to younger pupils reading that not all pupils are able to use these skills effectively to help them to read unfamiliar words successfully.

The quality of teaching

requires improvement

- Teaching is better in some classes than in others and this leads to pupils making inconsistent progress in different year groups. This variation was reflected in the quality of teaching observed throughout the school during the inspection.
- The quality of teachers' marking varies throughout the school. Some is good and clearly gives pupils ideas about how to improve their work. However, some marking requires improvement and there is a need to ensure that comments for improvement are clear and consistent throughout the school.
- Tasks set for pupils do not always challenge them to think and work hard so some pupils, especially the more able, do not always make the progress they are capable of. The presentation of pupils' work varies. Some is good, but there are occasions when it requires improvement.
- When teaching is good or better pupils say they enjoy learning and work hard because they are clear about what they have to do. They also say that they enjoy lessons which mix literacy and numeracy with other subjects. For instance, during a Year 3 citizenship lesson pupils enjoyed discussing the effects of taking too many fish from the sea and successfully applied their writing skills to producing a leaflet to inform fishermen of the dangers of this practice.
- Disabled pupils and those with special educational needs are well catered for and given extra support in lessons. Sometimes they work in small groups with teaching assistants to ensure they complete their work successfully and this helps them to make similar progress to all other pupils.
- The school has used the money it has received from the pupil premium well in order to ensure that pupils, who require extra help with their learning, receive a good level of support from teachers and teaching assistants with the specific skills to improve their progress.
- Teaching assistants provide support in lessons for pupils and teachers. They promote good behaviour and ask pupils thoughtful questions to support their learning. However, in some parts of lessons, particularly during lesson introductions, teaching assistants sometimes just sit and

listen and do not contribute sufficiently to pupils' learning.

- Homework for older pupils is well linked to what they are being taught in lessons and helps parents to work with the school to improve their children's learning.

The behaviour and safety of pupils are good

- The vast majority of pupils behave well at all times and are proud of how well pupils work and play together. Pupils are keen to promote the fact that the school is involved in the Rights Respecting Award that teaches pupils about their rights and responsibilities. One Year 4 girl said, 'This programme makes sure we are all behaving in the right way and everyone is treated fairly.'
- Pupils say that any rare instances of misbehaviour by other pupils are dealt with effectively by staff at the school. Pupils have a clear understanding of the different forms of bullying, for example physical, emotional and cyber-type bullying. They are adamant that the school will not tolerate bullying of any sort.
- Pupils feel very safe in school and know they can always work and play in a secure environment. It is to the school's credit that pupils who sometimes find it difficult to manage their own behaviour, especially those excluded from other schools, feel very welcome in this school and make progress in their learning.
- Pupils say they feel well cared for. This is particularly the case in the breakfast and after-school club where pupils, across the age ranges, enjoy the family atmosphere, eating, playing and talking together.
- Pupils' rates of attendance and punctuality are improving because the school has worked effectively with parents to improve attendance and reduce exclusions.
- Pupils enjoy coming to school and display good attitudes to learning especially when teaching is stimulating and tasks in lessons are well matched to individual pupils' different abilities. Even when pupils find tasks too difficult to complete they still try to finish their work.

The leadership and management requires improvement

- Leadership and management require improvement. This is because leaders and managers at all levels have not been effective in ensuring that the education provided by the school has been of a good enough standard to ensure pupils make good progress in their learning in all year groups.
- The school's self-evaluation has not been sharp enough in the past to pinpoint areas of long-term underperformance and take steps to improve them. For example, pupils in Year 3 and Year 4 have much to catch up in order to make the progress they should have already made in developing their numeracy and literacy skills.
- However, this situation is beginning to improve. The school has successfully implemented initiatives which have improved pupils' progress in some year groups, but much needs to be done to ensure pupils make at least good progress in all classes.
- The quality of teaching is beginning to improve. However, one reason that improvement is not more rapid is that the procedures are not sophisticated enough to allow teachers to respond quickly to development points made and, as a result, inconsistencies in the quality of teaching in different year groups still remain.
- The school has adequate performance management procedures in place which hold teachers to account for pupils' progress.
- The curriculum is well balanced and provides pupils with experiences which develop their understanding of the wider world. The teaching strategies for learning French are very effective and pupils really enjoy the subject. Art is also a strength of the school, with numerous good examples of drawing, painting and sculpture. Pupils are very proud of their sporting accomplishments and talk enthusiastically about the range of visits they take part in and meeting interesting visitors to the school.

- The school promotes equality of opportunity well and discrimination of any kind is not tolerated.
- Activities, such as the rights and responsibilities programme, and celebration assemblies, which often feature energetic singing, are much enjoyed by pupils and make a good contribution to their social, moral, spiritual and cultural development.
- The local authority provides light touch support for the school.
- **The governance of the school:**
 - offers a good level of support to the school
 - knows the school well but does not always make use of the information it receives about the effectiveness of the school in sufficient time to rapidly address underperformance
 - has a very efficient procedure for ensuring the appropriate use of finances, including the pupil premium
 - meets all statutory responsibilities including those for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133963
Local authority	Bournemouth
Inspection number	402587

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	489
Appropriate authority	The governing body
Chair	Keith Cutler
Headteacher	Richard Gower
Date of previous school inspection	12–13 January 2010
Telephone number	01202 528893
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