

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 3115319
Direct F 0117 3150430
Direct email: matthew.parker@tribalgroup.com



14 January 2013

Mr Richard Gower
Headteacher
Kingsleigh Primary School
Hadow Road
Bournemouth
BH10 5HT

Dear Mr Gower

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Kingsleigh Primary School

Following my visit to your school on 14 January 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, the deputy headteacher, phase leaders such as key stage and year leaders, representatives from the governing body, which included the Chair and Vice-Chair, the school's Education Link Professional from the local authority and an informal discussion with a small number of pupils. HMI looked at a sample of pupils' workbooks, records of observations of teaching completed by senior leaders, and evaluated the school's post-Ofsted action plan as well as plans produced by phase leaders.

Context

Since the section 5 inspection, one teacher has gone on maternity leave and is currently being covered by a temporary member of staff. The school has also employed a newly qualified teacher.

Main findings

Together with the support of the senior leadership team, the headteacher has put together a post-Ofsted action plan. The plan focuses staff on the issues identified for improvement following the section 5 inspection. However, the plan does not include enough detail about the progress pupils are expected to make throughout the school or the criteria against which their progress can be measured. Nevertheless, the plan, and the work of senior leaders, phase leaders, governors and the local authority, has created a sense of urgency to improve the school. Consequently, staff are now working more effectively as a team and are implementing agreed policies about teaching and marking with greater consistency. This is leading to a noticeable improvement in pupils' writing, handwriting and in the presentation of their work. Teachers now provide pupils with helpful feedback about their work, including suggestions of how to improve. Pupils at risk of underachieving in reading benefit from the additional time and support they now receive to help them to improve.

Senior leaders undertake regular observations of teaching, providing support and guidance to staff where needed. However, observations do not give sufficient emphasis to recording the impact on pupils' learning, including of different groups, when judging the quality of teaching.

Governors who met with HMI stated that they were not surprised by the inspection outcomes. They are keen to help the school to become more effective including by improving the outcomes for younger pupils, who are not well-prepared as they move up through the school. Consequently, the management of the headteacher's performance has become more closely linked to pupils' achievement throughout the school. Regular meetings between governors and the headteacher are leading to greater levels of accountability about the work undertaken and its impact on raising standards.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- sharpen action plans so that they include details about the progress pupils are expected to make throughout the school and include criteria against which progress can be measured
- refine the school's post-Ofsted action plan so that it gives greater emphasis to accelerating the progress that pupils make in the Early Years Foundation Stage and in Key Stage 1
- ensure that observations of teaching record the value added to the learning of different groups of pupils.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority provides the school with effective support. This is strengthening the quality of leadership and management of the school, such as ensuring that the roles and responsibilities of phase leaders are clear. The Education Link Professional undertook a work scrutiny alongside the headteacher, which identified a lack of consistency in pupils' work within year groups and across the school. This is now being addressed more rigorously by staff, particularly phase leaders. The impact of the work provided by the local authority has helped to increase the pace and determination of senior leaders to improve the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bournemouth local authority.

Yours sincerely

Gehane Gordelier
Her Majesty's Inspector