

Kinsley Primary (J and I) School

Wakefield Road, Fitzwilliam, West Yorkshire, WF9 5BP

Inspection dates

5–6 February 2013

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

- Although attainment is improving, pupils' achievement in mathematics and English at the end of Key Stage 2 is too low.
- While more of the younger pupils are achieving the higher levels in writing, not enough of the older pupils are reaching the higher levels in mathematics and English.
- Although the teaching of the sounds letters make is now getting better, the number of pupils reaching the expected standard in the Year 1 screening check in 2012 was low.
- All inadequate teaching has been eradicated. However, sometimes pupils are not always clear about what they are learning. Teachers' marking does not always clearly show pupils how to improve their work.
- Sometimes teachers talk for a long time during the introductory part of the lessons. This reduces the amount of time pupils have to produce their work, which is not always presented to a high standard.
- The curriculum does not offer enough opportunities for pupils to apply their English and mathematical skills to real-life situations.
- Subject leaders and some of the members of the governing body are fairly new to their roles and their work does not yet have full impact.

The school has the following strengths

- The good and determined leadership of the headteacher has brought about many key and significant improvements, which have helped to improve pupils' achievement.
- Children get a good start in the Early Years Foundation Stage.
- Pupils behave well. Attendance has improved significantly over the past three years as pupils enjoy coming to school. Pupils say, 'Our learning is fun.'
- Parents are supportive of the school. They say, 'Since the headteacher came to school, it has come on in leaps and bounds.'

Information about this inspection

- Inspectors observed 13 lessons, of which five were jointly observed with the headteacher. In addition, inspectors observed a whole-school assembly and made short visits to observe pupils being taught in small groups. They also listened to pupils read.
- A range of documents were looked at, including: the school’s analysis of how well it is doing; the school improvement plan; governing body minutes; pupil progress information; the work in pupils’ books; checks on the quality of teaching; and records relating to behaviour, attendance and safeguarding.
- Meetings were held with groups of pupils, key staff, the headteacher and a local authority representative.
- Inspectors took account of the 10 responses to the online questionnaire (Parent View) and spoke informally to parents as they brought their children into school. They analysed 14 staff questionnaires.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Julie Harrison

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than most primary schools.
- The proportion of pupils whose learning needs are supported through school action is slightly below the national average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium (additional funding provided by the government for specific groups, including those known to be eligible for free school meals) is well above the national average.
- The large majority of pupils are from a White British background.
- The school meets the government floor standards, which set out the minimum expectations for pupils' attainment and progress.
- There have been a large number of changes to the teaching staff since the previous inspection. Most of the leadership team are new to their roles due to others leaving to promoted positions elsewhere.
- The school runs its own breakfast and after-school clubs, which are managed by the governing body.

What does the school need to do to improve further?

- Raise achievement in English and mathematics, particularly at the end of Key Stage 2, by ensuring that the quality of teaching is consistently good or better by:
 - sharing the good practice that already exists in the school, particularly in the Early Years Foundation Stage
 - improving the quality of the teaching of phonics (the different sounds that letters make) so that more pupils reach the expected standard in the Year 1 screening check
 - ensuring that a greater proportion of pupils achieve the higher levels in English and mathematics by providing work that is sufficiently challenging for them
 - checking that pupils are clear about what they are learning, that marking consistently informs them of how to improve their work and that they are given suitable opportunities to reflect on this
 - ensuring teachers reduce the amount of talking they do during the introductions, so that the pupils can be more active in their learning and have enough time to produce appropriate amounts of work
 - ensuring that pupils' presentation of work is of a high standard.
- Improve the effectiveness of leadership and management by:
 - building on the skills of the subject leaders, so that they can thoroughly check the quality of teaching and hold others to account in order to raise pupils' achievement in their subjects
 - ensuring that the curriculum provides more opportunities for pupils to apply their literacy and numeracy skills to real-life situations
 - building on the skills of the newer members of the governing body so that all members are extremely effective in carrying out their roles and responsibilities.

Inspection judgements

The achievement of pupils

requires improvement

- Children start the Early Years Foundation Stage with skills mostly well below those typically seen for their age, particularly in their communication, language and literacy development. Children make good progress in all areas and enter Key Stage 1 with skills that are closer to age expectations. This has been an improving picture over the past three years.
- In Key Stage 1, attainment in 2012 was broadly average and there has been improvement over the past three years.
- In Key Stage 2, attainment is significantly below that nationally, even though this has steadily improved over the past two years. This is because some of the older pupils had inadequate teaching in the past, which has slowed some of their progress. There are not enough pupils achieving the higher levels in English and mathematics.
- The proportion of pupils in Year 1 reaching the expected standard in the letters and sounds screening check in 2012 was low. Inspectors found that some of the younger children who are at the early stages of reading did not have all the necessary skills to help them to work out some of the unfamiliar words. This is because the teaching of the sounds letters make is not always effective.
- Writing is below average by the time pupils leave, partly because they do not always have sufficient time to write at length, especially in subjects other than English.
- Pupils make less progress in mathematics when compared to English. This is because pupils are not always given enough opportunities to select appropriate mathematical skills and knowledge to deal with real-life situations.
- The progress of the few disabled pupils and those with special educational needs is good relative to their starting points and in relation to their personal targets.
- Pupils known to be eligible for the pupil premium funding are benefiting from being in smaller classes in Key Stage 2 and attending the free breakfast club. As a result, the gap between their attainment and that of other pupils is closing in both mathematics and in English, which demonstrates how the school is promoting equality of opportunity for all.

The quality of teaching

requires improvement

- The impact of teaching over time requires improvement because it is not consistently good or better across the school.
- Sometimes teachers talk for too long during the introductory part of a lesson. As a result, pupils are less active in their learning and have less time to produce their own work. An example of this was seen in a Year 4 English lesson where at first pupils were very motivated. The teacher effectively got the pupils to talk in pairs about the story of the 'Iron Man'. However, progress declined as it was a long time before they started to write, having spent too long listening.
- At times teachers do not make it clear to pupils what they are learning. This was seen in a Year 2 mathematics lesson where the teacher wrote, 'Today I will get better at innovating a text map.' However, this was confusing as this was on display for another lesson.
- Teachers sometimes do not challenge the more-able pupils enough, who often find the work too easy. In a Year 5 mathematics lesson, all of the pupils were doing the same activity and some of the more-able pupils had finished quickly because they found it too easy.
- All teachers across the school are consistent in the way they mark the pupils' work. In a Year 4 class, pupils were given quality time to respond to the teacher's marking. However, some teachers' marking does not always clearly show pupils how to improve their work. In some classes, pupils are not given enough time to reflect and respond to their marked work.
- Sometimes teachers accept work from the pupils when the presentation is not good enough.
- At the time of the inspection, most of the teaching seen required improvements. However, some

good teaching was observed, mostly in the Early Years Foundation Stage. This good practice is not yet shared fully with other staff in the school.

- Strengths in the Early Years Foundation Stage include the vibrant, colourful learning environment and the way the adults make good use of unplanned learning opportunities. This was observed when the children were allowed to explore their curiosity about the snow by making footprints in it and using a measuring wheel to make trails.
- Disabled pupils and those who have special educational needs are well supported by the teaching assistants, who often spend time giving effective one-to-one and small-group support. This equips these pupils to take part in the whole-class learning.

The behaviour and safety of pupils are good

- Pupils are very polite and friendly. They behave sensibly when moving around the school and they play well together during playtimes. They enjoy taking on different responsibilities; for example, the older pupils help to support the younger children at lunchtimes. House captains collect the points for their teams, while some pupils are trained to support others with their writing. All of this helps to develop the pupils' caring and leadership skills.
- Children behave extremely well in the Early Years Foundation Stage as they share resources well and are very good at taking turns.
- Pupils' attitudes to learning are good as they are keen and very motivated to learn. They work well in small groups and in pairs without any fuss.
- Pupils say they feel safe in school. They have a good understanding of what is meant by bullying and insist that there is not much bullying in the school. Pupils know how to keep themselves safe, especially when using the internet. They are confident that adults will sort things out for them and they know who they can go to if they have a concern.
- Parents are extremely positive about the way the school manages behaviour and feel their children are safe in school.
- Pupils' attendance has improved significantly over the last three years. It used to be extremely low but it is now just below average.
- The school provides a breakfast club that is subsidised by some of the funds for the pupil premium. It gives pupils a calm and nutritious start to the day. It enables the Year 6 pupils to develop their mental mathematics skills by using the internet and this has helped to increase their confidence in the subject.

The leadership and management requires improvement

- The caring, supportive and effective leadership of the headteacher has been a key part in securing significant improvements and has created a happy and motivated staff team. All the main areas for improvements from the previous inspection have been addressed.
- The local authority has significantly contributed to the improvements of the school by giving good support in many ways.
- The headteacher and the subject leaders check on the quality of teaching and hold teachers to account by having meetings about the pupils' progress. Teachers have challenging targets and their salary is linked to their pupils' achievements, which are reviewed regularly.
- Some leaders are fairly new to their posts and are still learning how to carry out their duties, therefore their work does not yet have full impact.
- Pupils enjoy the after-school clubs, which include learning about 'Oak Forest Schools', gymnastics, sewing and the performing arts. The curriculum promotes the pupils' spiritual, moral, social and cultural development well. However, it does not offer enough opportunities for pupils to apply their skills to real-life situations.

- The school effectively engages with parents and strong relationships with the school have grown significantly. This has helped the parents and pupils to have much better attitudes towards school.
 - The school effectively promotes equality of opportunity for pupils to be successful. An example of this is the way it has adapted parts of the school building, so that all pupils have an equal chance of moving about it freely.
 - **The governance of the school:**
 - The governing body knows the strengths and weaknesses of the school well. Governors come into school regularly and meet with staff. They have a good understanding about the data and can use this to ask challenging questions of the senior leaders. They are fully involved in the decision making about the allocation of the pupil premium and constantly check on whether it is making a difference for the pupils. They ensure that safeguarding procedures meet statutory requirements so that pupils are kept safe. However, the new members who have joined the governing body recently are still developing their skills and learning how to carry out their roles effectively.
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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	130969
Local authority	Wakefield
Inspection number	406400

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	206
Appropriate authority	The governing body
Chair	Jane Gosney
Headteacher	Paul Birdsall
Date of previous school inspection	4 May 2011
Telephone number	01977 722245
Fax number	01977 722247
Email address	headteacher@kinsley.wakefield.sch.uk

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