

# Kingswood Infant School

Clay Hill Road, Basildon, SS16 5DE

## Inspection dates

15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- In almost all year groups, apart from Year 2, pupils do not make good progress.
- The progress of disabled pupils and those who have special educational needs requires improvement.
- The progress of pupils who receive additional funding requires improvement.
- The majority of teaching is not good. Pupils are not always sure how to improve their work.
- Sometimes, pupils learn well for parts of the lesson, but not for the whole lesson. More able-pupils finish early, and are not always given more work to do.
- Leaders and managers have not made it clear to teachers what they expect from a good lesson.
- Teachers are not always clear what good pupil progress looks like.
- When leaders and managers check the quality of lessons and pupil progress, their actions are not always rigorous enough to result in improved teaching and progress.
- Governors are not clear about how good teaching is, and how well the school is doing compared to similar schools.

### The school has the following strengths

- Pupils' standards at the end of Year 2 have improved between 2011 and 2012 from average to well above average.
- Leaders and managers have improved pupil progress in Year 2 so that it is good over time.
- The current Year 2 pupils are making at least good progress.
- Pupils' behaviour is good. They are noticeably polite, courteous and respectful.
- Attendance was low in 2011, but in 2012 and 2013 it has been high.
- The school has built a new Early Years Foundation Stage base which has improved children's opportunities for play.

## Information about this inspection

- Inspectors observed 18 lessons or part lessons, taught by seven teachers. Five lessons were observed jointly with either the headteacher or the deputy headteacher.
- Meetings were held with groups of pupils, governors and staff.
- Inspectors looked at a range of evidence, including the school's documents on self-evaluation and safeguarding. They observed the school's work, looked at pupils' books and the tracking system used to monitor their progress.
- Inspectors considered the 13 responses to the online Parent View questionnaire, and the questionnaires returned by staff. Inspectors talked to parents before school started.

## Inspection team

Miranda Perry, Lead inspector	Additional Inspector
Florence Olajide	Additional Inspector

# Full report

## Information about this school

- Kingswood is an average-sized infant school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals, is below average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are broadly average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported at school action plus, or who have a statement of special educational needs, is below average.
- The school does not use alternative provision.
- There has been a high turnover of staff in the leadership team over the last two years.

## What does the school need to do to improve further?

- Improve the quality of teaching so that it is good by:
  - leaders and managers making clear to teachers what a good lesson looks like
  - giving more-able pupils demanding enough work to do in each lesson
  - using the best practice in the school to help teachers understand the features of a good lesson and teach consistently good lessons themselves.
- Improve the effectiveness of actions taken by leaders and managers to check and improve teaching and progress so that:
  - teachers are clear what leaders and managers are checking for
  - leaders and managers know which programmes for pupils bring about progress and which do not
  - leaders and managers take action, if teaching is not good enough, which makes sure teaching results in good progress.
- Improve governance so that governors have a better understanding of:
  - the quality of teaching
  - information about how well pupils are doing
  - how the school's achievement compares with similar schools nationally.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter Nursery with knowledge, skills and abilities which are equivalent to those typically found, and in the Early Years Foundation Stage, pupils make progress that requires improvement. Sometimes adults tell children what they are doing, rather than ask them what they are doing and allowing them to find things out for themselves.
- In Year 1, pupils' progress requires improvement in reading, writing and mathematics because teachers do not always expect enough of pupils, especially the more able.
- When pupils move from Reception to Year 1, they do not make good progress because teaching is inconsistent. For example, in the Reception Year, children are encouraged to learn on their own. In Year 1, this does not always happen.
- In Year 2, pupils make progress which is at least good particularly in reading, writing and mathematics. They benefit from lessons which are planned around what they have understood so far, so they can build on what they know and progress well. For example, in a mathematics lesson about money calculations, one boy said, 'Yesterday, I couldn't add money up. But now, I've got it.'
- Disabled pupils and those who have special educational needs do not make good progress in all year groups. This is because, although some of them receive good support from other adults in the class, teachers have not made clear to all staff working with them what to expect from them.
- Not all pupils known to be eligible for the pupil premium make good progress. While there are additional programmes to help them, the school does not measure their success enough to know clearly which ones work best.
- In Year 2, the attainment of pupils known to be eligible for free school meals is improving, and is at least as good as the attainment of other pupils, so that there are no gaps. This is not the case in some other year groups.
- The school works hard to make sure everybody has the same chance to do well. If a pupil needs extra help that is not available within Kingswood, the school always tries to bring in an outside agency to help. As a result, some pupils with specific needs have improved their progress a lot since arriving at the school.
- Children make a good start in learning to read in the Early Years Foundation Stage because the sounds that letters make are taught well. However, this good progress does not continue into Year 1.

### The quality of teaching

### requires improvement

- Pupils do not experience lessons that are consistently good. This is because teachers do not always give them clear instructions about what to do, or help them to improve through useful comments in their books.
- Children in the Early Years Foundation Stage enjoy lessons in the new purpose-built base.

However, lessons are not always exciting enough. In one lesson, Reception children were given learning materials that did not particularly interest them, and they found it difficult to get involved.

- When the teaching of disabled pupils and those who have special educational needs is good, other adults know how the pupils learn, and give them activities that best promote their progress. However, this is not always the case, and sometimes teachers do not brief other adults well enough to make sure pupils make good progress.
- Work is not always demanding enough for more-able pupils. In a Year 1 reading lesson, when a more-able pupil who had finished early was asked what he was going to do next, he said, 'wait.' In Year 2, however, more-able pupils are given materials that really push them and help them to achieve well.
- In the Early Years Foundation Stage, children make good progress in reading because both the teacher and other adult have a broad range of skills to teach the sounds that letters make.
- In Year 2, the teaching of reading is good. Pupils support each other well when they read in groups. In Year 1, reading requires improvement, because learning materials are not engaging the pupils enough.
- Pupils' relationships with teachers and other adults are very positive. Pupils respond well to praise, and are eager to please. One Nursery child said, 'I love teachers.'
- Classrooms are happy places, and this is why pupils say they enjoy their learning and want to come to school.

### **The behaviour and safety of pupils are good**

- Pupils at Kingswood are very eager to learn. They follow instructions and try their best.
- Pupils respond well to adults. One Year 2 pupil explained how important to her it was that her class worked together to listen and do what the teacher said straight away.
- Qualities of politeness and courtesy are highly valued. There is a moral theme each week, and the pupils get rewarded if they display behaviour that supports the theme.
- Pupils understand the importance of respect, and they get on well with each other. In a Reception class, a boy was concerned that his friend had lost a favourite toy, so he made a point of looking for it and giving it to her. 'I've cheered her up,' he said, smiling.
- The school is very successful at improving the behaviour of pupils who find it difficult to behave well. The help these pupils receive is right for them and the school works hard to discover the cause of any behaviour issues, so that they can resolve the problem.
- Parents say their children feel safe at school, and pupils agree. Pupils think bullying is very rare, and feel strongly that it is wrong. They are confident that if it were to happen, teachers and other adults would sort it out.
- Pupils' attendance has improved rapidly over the last year. Pupils are delighted when they get certificates for outstanding attendance, and the school works closely with families to encourage

good or better attendance.

- The school tackles discrimination by making sure all pupils feel part of a community which values them equally. One Year 2 pupil was keen to explain that everyone was important at the school.

## **The leadership and management**

## **requires improvement**

- The local authority worked with the school to set up systems for checking its quality. The checking of pupil progress and the quality of teaching has taken place regularly but has been limited because the leadership team has not been fully staffed for two years.
- When the headteacher has checked the quality of teaching, and suggested ways to teach better, she has not always gone back to teachers to see if her suggestions have been carried out. The headteacher and the deputy headteacher know what good teaching looks like, but this has not been shared clearly enough with staff. The school does not routinely share best practice so that teachers can see good teaching in operation and learn from it to make their own lessons consistently better.
- Some approaches to learning have not been successful in bringing about improved achievement. Leaders and managers do not systematically find out which approaches work and which do not. Teachers are not always clear what progress pupils should make each term.
- However, leaders and managers have adopted some approaches that have improved pupil progress since the previous inspection. For example, boys now have books to read that they find exciting and interesting, so their reading has improved. Year 2 pupils have improved the structure of their stories, because they map the stories out first.
- Assemblies are an important part of the school day. They set expectations for considerate behaviour, such as kindness, sharing, and support for one another, which are reinforced by activities throughout the day. This builds pupils' spiritual, moral, social and cultural awareness. They benefit from basic skills sessions built into their lessons, where they practise things such as spelling for mathematics, and key words for topic work.
- The school has fostered good relationships with parents. Parents are particularly happy with how well children settle into the Nursery and the Reception classes.
- The pupil premium is allocated so that eligible pupils benefit from small-group work to speed up their progress, but the impact of the group work is not analysed enough to be clear how effective this approach is.
- **The governance of the school:**
  - The governors receive a thorough report from the headteacher about teaching and how well the school is doing. However, there are gaps in their understanding regarding how the school compares with other schools nationally, and what good teaching should be like. They acknowledge that they are in the early stages of understanding information about pupil achievement. The governing body works with an external advisor to set the headteacher demanding targets. They make sure that teachers are only rewarded if they meet their targets to bring about good pupil progress.

## 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

<b>Unique reference number</b>	115267
<b>Local authority</b>	Essex
<b>Inspection number</b>	401508

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Pocock
<b>Headteacher</b>	Debbie Loveless
<b>Date of previous school inspection</b>	29 January 2010
<b>Telephone number</b>	01268 520840
<b>Email address</b>	admin@kingswood_inf.essex.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

