

Kingswood Primary School

Gipsy Road, London, SE27 9RD

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Inspirational leaders and managers are determined to ensure pupils receive a 'World Class Education'. They are highly ambitious for each child to acquire the particular skills they need to reach their potential and lead successful lives.
- Pupils of all abilities make outstanding progress from the time they start in the school in the Nursery and Reception and leave in Year 6.
- Their achievements in English and mathematics are much higher than in most schools.
- Pupils supported by the pupil premium outperformed many of their age group.
- Teaching is outstanding because staff have very high expectations of what pupils can achieve. They use an exceptionally wide range of imaginative methods to capture pupils' enthusiasm for learning, and adapt activities to meet their precise needs.
- Teaching assistants are extremely skilled in supporting pupils throughout lessons and in individual or small-group work outside the classroom.
- Pupils' behaviour and their attitudes to learning are exemplary. Pupils are very proud of their school, its role in the federation and their achievements.
- A highly creative and rich range of subjects and topics allows pupils to develop their talents, especially in art, and promotes their spiritual, moral, social and cultural development very strongly.
- Members of the governing body, together with senior leaders, are innovative in their approach to managing the expansion of the federation, whilst also sustaining and improving on remarkably high quality provision.
- They look for ideas in other educational systems that may suit their drive for a first-rate education for all pupils.

Information about this inspection

- Inspectors observed 29 parts of lessons and made brief visits to another ten. They also observed pupils working in small groups or individually with an adult outside of classrooms. Sometimes they were accompanied by the executive headteacher or the headteacher.
- Pupils' behaviour was observed in lessons, assemblies, playtimes, lunchtime, and while the pupils were moving around the school.
- Inspectors listened to pupils read in Years 1, 2 and 6. They asked pupils in different age groups about their views of the school and examined some of their previous work in literacy and numeracy.
- Meetings were held with the executive headteacher, headteacher, and staff with responsibility for year groups, inclusion, disabled pupils and those with special educational needs, literacy, numeracy, and the Early Years Foundation Stage across the federation. Inspectors also met with representatives of the local authority and the governing body.
- The responses of 76 parents who completed the on-line survey, Parent View, were taken into account.
- Documents reviewed include the school's self-evaluation report and improvement plan, arrangements for safeguarding, records of pupils' progress, behaviour and attendance, and minutes of governing body meetings. In addition, the school's website was viewed.

Inspection team

Kath Beck, Lead inspector	Additional Inspector
Jonathan Shields	Additional Inspector
Bimla Thurka	Additional Inspector
Victoria Turner	Additional Inspector

Full report

Information about this school

- Kingswood is much larger than most primary schools nationally. The number on roll is rising rapidly. There are four classes in each year group from the Nursery to Year 2, three in Years 3 and 4 and two in Years 5 and 6. It is housed on two sites, Upper School and Lower School, a short distance apart in the same road.
- The youngest pupils are educated on the Lower School site, while pupils in Years 3 to 6 are educated on the Upper School site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent in the armed forces) is twice that found in most schools.
- The proportion of disabled pupils and those who have special educational needs supported through school action is high. The proportion of pupils supported at school action plus or with a statement of special educational needs is also high.
- Four fifths of pupils come from minority ethnic backgrounds, and over one third of pupils speak English as an additional language. This is much higher than usually found.
- The school is part of the Gipsy Hill Federation, a hard federation of five primary schools which is designated as a National Support School by the National College for School Leadership. The five schools are Kingswood, Elm Wood, Paxton, Crawford and Fenstanton. Each school has its own headteacher, but overall they are led by the executive headteacher and a single governing body. Kingswood, Paxton and Crawford were inspected at the same time as part of a pilot-coordinated inspection.
- The local authority draws on the high levels of expertise within the school to support others in the area.

What does the school need to do to improve further?

- Implement the plans for pupils across the school to use their critical thinking skills to develop more of their own ideas, make links between them, and develop their own methods for doing things..
- Help more pupils who are supported by the pupil premium to reach the higher levels of attainment at Level 5.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils are prepared exceptionally well for the next stage in their education. Their exemplary attitudes and mastery of essential skills in literacy and numeracy give them a very strong foundation for their future learning. To enhance this preparation further the school has drawn up plans to give all pupils more opportunities to think critically, make more independent decisions about their work, and devise their own way of doing things.
- In 2012 all pupils made excellent progress, reaching at least the levels expected of them at age 11. National tests results were much higher than in most schools. This is because all staff in the school are determined to make sure that every child has an equal chance to succeed. Following regular checks on pupils' progress, lessons are adapted and where high quality support is required it is accurately directed to meet individual needs.
- Pupils know that their teachers want them to reach even higher levels of attainment and they rise eagerly to the challenge. In the same year over two thirds of the pupils reached these high levels of attainment in English and more than half achieved similarly in mathematics. One tenth of pupils taking the mathematics tests reached levels that are usually only found in secondary schools.
- All groups known to be eligible for the pupil premium make outstanding progress. In English and mathematics they outperformed others of their age as shown by their average point scores in the Year 6 national tests. There is a small gap between the proportion of these pupils who reach the higher levels of attainment and the others.
- Children start in the Nursery with knowledge and skills that are well below those normally expected at age three. They make outstanding progress across the Nursery and Reception classes in their personal, social and emotional development and early reading skills. That said, overall, children enter Year 1 with levels of knowledge, skills and understanding that are still somewhat below those often found at age five. This is partly because in activities that they undertake alone, there are not always sufficient opportunities for them to develop their own ideas, make links between them and, as in some older classes, devise their own methods for doing things.
- In Key Stage 1, pupils make rapid progress, especially in reading, writing and mathematics. They gain a good grasp of the sounds letters make, and read regularly to an adult. All pupils are introduced to a wide range of high quality children's literature and non-fiction books that they enjoy. Their writing is vivid and sophisticated for their age.
- In mathematics, pupils are taught early on the rapid recall of number facts, multiplication tables and a wide range of methods to solve problems and to calculate accurately. They apply their knowledge very effectively to a range of situations.
- Highly skilled support and excellent resources for disabled pupils, those who have special educational needs and those who speak English as an additional language, help these pupils to make excellent progress. All pupils learn to sign so that they can communicate very effectively with one another. Staff implement fully the advice of professionals, such as speech therapists, so that specific needs are met.

The quality of teaching

is outstanding

- Parents, teachers and governors are right to consider that teaching throughout the school is mostly outstanding. Inspirational teaching methods and high expectations motivate pupils to achieve as well as they can. For example, Year 6 pupils responded extremely well to the challenge to apply their literacy skills by taking on the role of 'The Big Bad Wolf' and writing in defence of his actions towards the 'Three Little Pigs'.
- Thorough lesson plans set out what pupils are to learn and how they are to learn it. This is made very clear to pupils so that they know exactly what they need to do to achieve well. Activities are

amended so that they are matched closely to pupils' interests and abilities. Through the evaluation of these plans teachers make sure that lessons over time build very effectively on what pupils have learned before and that all pupils have equal opportunities to excel.

- Wherever possible, reading, writing and mathematics skills are planned across different subjects. Pupils in Year 2 took on the role of scientists in the Antarctic to calculate the number of animals there. They used books and films to find information and to write imaginatively, engagingly and confidently about the life of penguins.
- Teachers have excellent subject knowledge. They use the interactive whiteboard very effectively to demonstrate new knowledge and skills, and to show pupils what they have to do. In mathematics they can move numbers and counters around on the screen to show pupils how to multiply or divide numbers accurately. This makes learning purposeful and meaningful and contributes significantly to pupils' rapid progress. High quality resources support pupils' learning.
- Through very perceptive questioning all staff help pupils to develop their understanding. Staff feedback helps pupils to correct errors quickly and reinforces new learning. Pupils are encouraged to be reflective about their work and also to assess what their friends have done well and how they could improve.
- Highly skilled teaching assistants support pupils with specific needs extremely well throughout lessons. They know very well what the pupils they are helping are to achieve. Support for pupils outside of lessons is also of a high quality and enables them to catch up quickly.
- Staff in the Nursery and Reception classes are proficient in developing children's skills in reading, writing and mathematics, especially when working with them in small groups. Activities that children can do independently are engaging, but, as in some older classes, do not always allow children to develop their critical thinking by exploring their own ideas and following them through.
- High quality marking gives pupils a very clear idea of what they need to do to improve their next piece of work. In the older classes staff tell pupils their level of attainment and precisely what they need to do to reach the next level.
- Homework in English and mathematics, and the independent learning projects, build very well on what pupils have been learning in class and make a significant contribution to the rate at which they progress.

The behaviour and safety of pupils are outstanding

- Pupils are eager to learn because high quality teaching and engaging activities capture their enthusiasm. They participate fully in class discussions, listening carefully to one another, taking turns and sharing different opinions to help each other learn. Pupils take great care to complete a considerable amount of work in the time available and present it to a high standard.
- Parents and staff are right to say that pupils behave extremely well. Pupils also say this, and school records confirm that this is often the case. Behaviour in lessons is exemplary. This means staff can focus their attention on helping pupils to learn at a rapid rate.
- Relationships are excellent and pupils flourish within the school's compassionate environment. Occasionally, when pupils' behaviour falls short of that expected, pupils are encouraged to take greater responsibility for their actions. A few pupils like to use the 'Chill Out' space where they learn the social skills they need in a calm and fully supportive atmosphere.
- Pupils show high levels of respect for one another and to adults. One said, 'It is OK to be different. We accept everyone here for who they are, not what we want them to be.' They present themselves neatly and are proud of their school. They like being part of the federation as they make friends with pupils from other schools.
- Older pupils take on responsibilities as play leaders, peer mediators and on the school council. They are proud to have passed the rigorous application and selection procedures and carry out these roles sensibly and maturely. They know that their views about school are important. They have initiated changes in the playground and to the range of after-school clubs on offer, and

raised funds for schools in China and the Gambia.

- Pupils know about different kinds of bullying, including cyber bullying. They say that bullying and discrimination are not tolerated and understand what to do to keep safe.
- The school has robust procedures to ensure that pupils, especially those whose circumstances are thought to make them vulnerable, are kept safe and attend often. Pupils arrive punctually as they know there is much to interest them and that no time can be lost if they are to achieve as well as they can.

The leadership and management are outstanding

- Highly qualified, exceptionally talented, inspirational leaders and managers at all levels are extremely ambitious for the pupils, and uncompromising in their drive to improve this school and others in the federation. They are determined that education in the school should be first rate, 'World Class'. Whilst supporting other schools, and growing at a rapid rate, the school has improved its outstanding practice and raised further pupils' achievements since the previous inspection.
- Faculty, year group and inclusion teams include staff from schools across the federation. They have high levels of responsibility and are held to account for pupils' progress. Together with senior leaders, they are innovative and share and develop their considerable leadership expertise through robust self-evaluation and frequent checks on the quality of teaching.
- All leaders and managers have a deep understanding of the school's performance. While there is a detailed long-term plan with aspirational targets for improvement, action is often taken quickly to eradicate weaknesses and refine practice. The focus currently is to enhance pupils' skills in thinking critically and making greater decisions about their work, and enabling more pupils eligible for free school meals to reach higher levels of attainment.
- Rigorous appraisal systems make a clear link between pupils' progress and pay progression. These, together with an exceptional training programme and support for newly qualified staff, have raised the quality of teaching. In addition, many staff are studying for, or have acquired, masters or higher level degrees.
- Subjects and topics contribute significantly to pupils' enjoyment in learning and allow them to develop their talents. They are creative, lively, appealing and capture pupils' curiosity about the world around them, allowing pupils to achieve highly. There are many rich learning experiences, including working alongside professional artists and musicians. A recent Global Art Day resulted in outstanding art work by pupils of all ages.
- The celebration of the different faiths and cultures in the school, plus philosophical discussions, residential visits, and an exceptional range of extra-curricular activities, contribute significantly to pupils' spiritual, moral, social and cultural development.
- The partnership with parents is strong. Staff work closely with them to celebrate their children's achievements and help them to overcome challenges they may be facing. Parents regularly visit school to help pupils improve their reading skills, and often support their children with the work they are asked to do at home.
- The local authority regards the school as an exemplar of outstanding practice and often draws on its expertise to raise the skills of staff in schools outside of the federation.
- **The governance of the school:**
 - All members of the governing body work closely with the senior leaders in their pursuit of excellence to bring about the highest levels of achievement and personal development for pupils by the time they leave the school. They know that the school is highly successful in comparison with other schools locally and nationally, and hold leaders fully to account. Through robust performance management procedures, senior leaders are challenged to sustain high quality teaching and pupils' rapid progress. Pay reviews for staff are linked to pupils' progress. Governors supplement the money available for the pupil premium, and check

that the wide range of provision it supports is having the anticipated impact on raising achievement. They are fully aware of the school's strengths, including the high quality of teaching, and its areas for development. Governors have considerable financial expertise and use this to set and monitor the budget closely. They undergo training to refine their skills and ensure they are fully effective. Statutory duties are met and arrangements to safeguard pupils are checked rigorously. The governors make sure that the classrooms are attractive and maintained to a high standard.

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	100574
Local authority	Lambeth
Inspection number	411384

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	750
Appropriate authority	The governing body
Chair	Pervin Sivanathan
Executive headteacher	Craig Tunstall
Headteacher	Lucy Davenport
Date of previous school inspection	10 February 2009
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