

Kinson Primary School

School Lane, Kinson, Bournemouth, BH11 9DG

Inspection dates

13–14 March 2013

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

Summary of key findings for parents and pupils

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

- Pupils do not make good progress because there is not enough good or better teaching and teachers do not set work that is at the right level or sufficiently demanding.
- Pupils are not reaching high enough standards in reading, writing and mathematics by the end of Year 6.
- Pupils have too few opportunities to write at length in other subjects.
- Some of the independent activities planned for Reception Year children are not always as purposeful as they should be.
- Teachers have not had enough opportunities to learn best practice from each other and so expectations have not always been high enough to enable pupils to reach their potential.
- Pupils with particular learning difficulties have not made sustained progress because they have not always been given consistent help from support staff.
- Pupils do not get enough high-quality opportunities to work on their own. Until recently there have not been enough checks on the school's performance. The leadership and the governing body have not been holding staff sufficiently to account.

The school has the following strengths

- During the last two terms there have been improvements in teaching and pupils' progress, including that of disabled pupils and those with special educational needs. The school is now on track for most pupils to meet more challenging targets.
- Pupils usually behave well in lessons, feel safe in school, and enjoy a range of activities, including visits and after-school clubs.
- Parents are very positive about the school, particularly valuing the high quality care and support, including that found in the Nurture Group, and the specialist support provided for pupils with speech and language difficulties.
- The new leadership team now manages the quality of teaching and learning more effectively, and has brought about several improvements in teaching and achievement, so that there is now more good teaching.

Information about this inspection

- The inspection team observed 23 lessons, taught by 18 teachers. Seven of the observations were carried out jointly with the headteacher.
- Meetings were held with the headteacher, other staff, pupils, a parent, four governors and a representative of the local authority.
- Inspectors took account of 56 responses to the on-line questionnaire (Parent View) and also the responses made in 41 staff questionnaires.
- The inspection team observed the school's work and scrutinised a variety of documentation, including the school improvement plan, minutes of governing body meetings, data on pupils' current progress, records of the leadership's monitoring, records of monitoring visits by the local authority, the school's self-evaluation and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional Inspector

Peter Callaghan

Additional Inspector

Penelope Orme

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- Both the proportion of pupils supported at school action and the proportion supported at school action plus or with a statement of special educational needs are above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The school operates a breakfast and after-school club for its pupils.
- A disabled pupil is educated one day a week at another local school with specialist facilities.
- There have been several changes in the teaching staff since the previous inspection. The current headteacher is new to the school, having only taken up her post at the beginning of this term.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good, by:
 - ensuring that teachers' expectations are always high and that work is not repeated unnecessarily and is pitched at the right level for all pupils
 - always using teaching assistants effectively to promote good learning in the classroom
 - providing more opportunities for pupils to work independently of the teacher.
- Raise attainment and improve progress in writing by providing more opportunities for pupils to write at length, and with good presentation skills, in subjects other than literacy lessons.
- Ensure teachers plan more purposeful opportunities for children in the Reception Year to work independently and provide them with the skills and strategies to do this.
- Develop the role of leaders at all levels by ensuring that teachers and other staff have more opportunities to observe and learn best practice from each other.

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Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because too few pupils have made fast enough progress during their time at school.
- Pupils' attainment by the end of Year 6 has been below national standards for the past two years. Performance in the most recent Year 1 phonics check (linking sounds and letters) was also below average. However, school information and evidence from the inspection show that learning gaps are being closed quickly as a result of the school's focus on improving teaching and providing more support for pupils, and progress and attainment are now improving rapidly and securely across the school. A few pupils are now making progress at a faster rate than are similar pupils of the same age nationally.
- Improvements in teaching over the last twelve months, together with a range of strategies to cater better for pupils with particular learning needs, have ensured that better progress is now noticeable in all subjects, although progress in writing is slower than in reading and mathematics.
- Disabled pupils and those with special educational needs, who previously underachieved, have rapidly improved their progress. This progress is now good as a result of skilled support in many lessons and in small groups.
- Pupils eligible for the pupil premium, mostly those known to be eligible for free school meals, progress at varying rates in different subjects throughout the school. Although some still underachieve, their progress is improving. Pupils eligible for free school meals who were underachieving have been catching up significantly with other pupils in English and mathematics during the past two terms as a result of carefully targeted support, new resources and additional staff time.
- Children usually join the Reception Year with skills and abilities below those expected for their age. Progress slows when they work on activities of their choice because staff do not use sufficient questioning to deepen their thinking.
- Pupils do not have the skills and strategies to learn independently of the teacher and work is not always set at the right level. For example, in some mathematics lessons, pupils were given tasks which were unnecessarily repetitive and sometimes too easy.
- Where teachers have high expectations of all pupils, work is set at the right level and the pace of learning is brisk, learning is secure and pupils learn well, and occasionally outstandingly well. For example, in a Year 2 lesson on how to write non-fiction texts, examples of the pupils' work were used in a lively way so that the pupils saw how to improve their writing and make it more interesting.

The quality of teaching requires improvement

- Teaching requires improvement because it does not always promote good achievement.
- Inspectors' observations and school information show that teaching has improved during the last two terms. Teachers do not always have sufficiently high expectations of what pupils can achieve. Tasks are sometimes repetitive and are not always particularly demanding. In guided reading sessions some older pupils read books which are too easy for them. Expectations of how written work is presented in pupils' books are not high enough.
- Sometimes teachers do not give enough encouragement to pupils to think for themselves when they are working on their own.
- In some lessons teaching assistants play an important role in helping individual pupils or groups of pupils increase their understanding. This is particularly true of disabled pupils and those with special educational needs. On other occasions support staff are too quick to supply the answer rather than encouraging pupils to think for themselves. Teachers give good feedback to pupils on the quality of their written work. They make detailed and constructive comments on how they

can improve, and pupils respond to the comments.

- In the best lessons observed, teachers made very good use of pupils' individual targets to encourage their learning. Pupils confirm that they find this useful in helping them make good progress. Teachers in these lessons also typically question pupils well and encourage pupils to share their ideas, for example solving mathematical problems collaboratively. However, this is not always the case and then pupils' progress slows.

The behaviour and safety of pupils

require improvement

- Although pupils behave well in many lessons, behaviour is not consistently good because teachers have to carefully manage the behaviour of some pupils who find it difficult to stay focused on their learning.
- Pupils occasionally find behaviour boisterous in the playground. Pupils and parents believe strongly that the school is a safe environment. Pupils are taught to understand the different forms that bullying can take, and acknowledge that a small amount of low level bullying does occasionally occur. However, pupils do not regard this as a particular problem because they know that there is always someone to listen and that staff will deal quickly and effectively with any incident. Inspection evidence shows that this is confirmed by the school's records.
- Pupils feel very well cared for by staff. This was observed in the school's nurture group. The parent of a disabled pupil, who is educated one day a week in a local school with special facilities, told the inspector that she was very pleased with the arrangements which had had a very positive effect on her child's confidence.
- Attendance remains average because a few families do not cooperate fully in ensuring that their children attend school regularly. The school works very hard to persuade these parents of the importance of regular attendance, and the Pupil and Parent support worker plays a key role in this.
- Pupils are very positive about school life. Older pupils enjoy helping younger ones, and they are positive about the work of the school council.
- Pupils talked enthusiastically about the various clubs in the school and the school visits.
- Pupils enjoy the breakfast and after-school clubs, which give them a healthy start and finish to the school day.
- Parents are appreciative of what the school strives to achieve. Most of those who responded to Parent View said that the school dealt effectively with bullying, their children were happy, felt safe and behaved well.

The leadership and management

require improvement

- There have been extensive staff changes in the last year alone, with several staff leaving. The current headteacher is very new to her post and the senior leadership team has been restructured during the last two terms.
- Several improvements were made during the last two terms, and the new headteacher and the acting headteacher last term have built upon these. She has already won the full confidence of most staff and parents. Staff share the leadership's determination to improve the school and accept the need to be more accountable for pupils' progress than was the case at the previous inspection.
- Leadership and management are not yet good, because some of the improvements taking place are relatively recent and need more time to be fully embedded and effective. Opportunities are still missed to encourage more writing in depth in some topics and subject areas, which partly explains why progress in writing still requires improvement. Staff have limited opportunities to share good practice with each other.
- Until recently, the leadership did not link teachers' pay sufficiently to pupil progress, and accountability was not ensured. This has changed: a clear link between allowances, responsibilities, pay and progress has been established and this is monitored both by the leadership and governors.

- The local authority has provided good support in helping the school plan improvement, give more training to staff, and assist the leadership in its checking of teaching and learning. This process is much more robust and systematic than at the time of the previous inspection.
- Subject leaders and unit leaders share the commitment to accountability and progress. They play an important role in developing the curriculum, with its increasing focus on teaching core skills.
- The topics, which link various skills across subjects, produce some good results. For example, pupils studying the Second World War produced good reflective work on the war poets.
- The leadership evaluates the school's performance accurately and bases improvement planning on the right priorities. This, along with the improvements taking place, for example the progress made by pupils eligible for additional government funding, demonstrates why the school has the capacity to improve further.
- The topics, which link various skills across subjects, produce some good results, for example good reflective work on the war poets of the Second World War. Pupils perform very well in information and communication technology, and they have won awards for work in this area. The school promotes spiritual, moral, social and cultural development well. Pupils are encouraged to reflect on social and moral issues in assemblies and in their work. Equal opportunities are promoted by the school's determination to avoid any discrimination.
- The school involves parents in their children's learning by inviting them into school. There are some links with other schools which enable pupils to transfer smoothly between schools, although these links do not have a strong impact on pupils' learning.
- The school meets all safeguarding requirements. Staff and governors are regularly trained in child protection issues.
- **The governance of the school:**
 - Governance has improved considerably since the previous inspection. There have been several changes in membership of the governing body. Governors acknowledge that, until relatively recently, they did not give enough attention to attainment and progress, and were not asking enough challenging questions about the school's performance. This has improved during the last two terms in particular as governors have been much better trained. They now understand issues to do with the quality of teaching and pupil progress. They check how well the leadership manages the pupil premium funding and are now closely involved in ensuring that there is a close link between accountability and progress at all levels. Governors are now much more confident in asking the leadership searching questions about performance. Good training has increased both their confidence and knowledge in holding the school to account.

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	113724
Local authority	Bournemouth
Inspection number	412636

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair	Nigel Tiller
Headteacher	Victoria Bryan
Date of previous school inspection	28–29 September 2009
Telephone number	01202 572713
Fax number	01202 582926
Email address	kinson@bournemouth.gov.uk

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