

# Kingsfold Primary School

Martinfield Road, Penwortham, Preston, Lancashire, PR1 9HJ

**Inspection dates** 26–27 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils achieve well. All make good progress, particularly in writing, because they have regular opportunities to practise with reference to weekly targets.
- Good provision for personal and social development in the Early Years Foundation Stage helps children prepare well for formal learning.
- Accurate and careful checking systems have led to very good support sessions for the less-able pupils so that they achieve well in their reading and writing.
- The quality of teaching is good because the acting headteacher makes regular checks on teachers' work and provides good advice, support and training opportunities.
- Pupils feel safe in school and behave well. Older pupils support and help younger pupils to play well together at break times.
- Leaders work well as a team to agree on what needs to be improved and how to go about achieving the school's aims.
- The acting headteacher has established a staff team that has a clear vision about how the school can improve quickly.
- Parents praise the acting headteacher for introducing clear policies and practices for managing behaviour and improving attendance.
- Governors are passionate about the school, are well-informed about its work and have high aspirations to improve still further pupils' achievement and the quality of teaching.

### It is not yet an outstanding school because

- Not enough boys achieve the higher levels in writing.
- Not enough girls achieve the higher levels in mathematics.
- There is still some teaching that requires improvement and not enough teaching is outstanding.

## Information about this inspection

- The inspector observed four teachers and one teaching assistant teach six lessons and observed one teacher and three teaching assistants deliver small group or individual learning support sessions.
- One lesson was a joint observation with the acting headteacher.
- The inspector heard children read.
- Meetings were held with the acting headteacher, the acting assistant headteacher, the Early Years Foundation Stage teacher, three governors, and a group of pupils.
- The inspector held a meeting with a representative from the local authority.
- The inspector looked at a range of evidence that included: the school's website; pupil-assessment information; a recent local authority report; the acting headteacher's report to governors; the school-improvement plan and self-evaluation documents. The inspector also studied pupils' workbooks and files, school policies and documents, including those relating to the curriculum, behaviour and safeguarding.
- The inspector considered eight responses to the staff questionnaire.
- The inspector met informally with five parents and considered a recent school questionnaire survey with parents. There were fewer than 10 responses from parents to the online questionnaire (Parent View).

## Inspection team

John Ashley, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- A higher-than-average proportion of pupils is known to be eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- A lower-than-average proportion is supported through school action.
- A higher-than-average proportion of pupils is supported at school action plus, or has a statement of special educational needs.
- The vast majority of pupils are White British.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There is a children's centre on the site which is separately inspected but has the same governing body as the school.
- There has been a number of staffing changes over the past year, including the secondment of the headteacher by the local authority for two days each week. However, her recent full-time absence has meant that there is currently an acting headteacher and an acting assistant headteacher.

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

- Increase the proportion of teaching that is good or better by:
  - planning even more challenging school work and homework activities to meet the needs of the more-able boys in writing and more-able girls in mathematics
  - following up quickly the checks teachers make with precise written and oral feedback to pupils so that they know what they need to do to improve and to reach the higher levels in writing and mathematics
  - promoting a greater involvement of parents in supporting boys and girls with their writing and mathematics homework.

## Inspection judgements

### The achievement of pupils is good

- Most children enter the Early Years Foundation Stage with lower-than-expected skills but make good progress, particularly in their personal and social development.
- Children in the Nursery learn to pay attention and listen when staff share a book with them, developing their use and understanding of terms like, 'kind', 'loving', 'clean' and 'brave'. They can use mathematical language such as, 'taller than' or 'the same as' when comparing each other's heights.
- Children in the Reception Year are able to work independently. For instance, they use and apply taught skills in mathematics to measure the length of items in the classroom.
- All pupils, including disabled pupils and those with special educational needs, are encouraged to regularly practise their reading. They consistently use their knowledge of letters and sounds to read new words and, as they improve, use good expression when reading out loud. As a result, all pupils have equal access to the right level of support depending upon their needs.
- Pupils in Key Stages 1 and 2 make good progress in their writing. They respond enthusiastically to weekly targets so that progress is made in handwriting, spelling and the use of describing words in more complex sentences. While boys are responding well overall, too few of the more-able boys reach the higher levels in their writing.
- Pupils in a Year 2 literacy lesson responded very well when given the opportunity to review each other's work efforts because this helped them to understand more fully about using adjectives in their writing.
- In mathematics, pupils also achieve well. Pupils with different levels of ability in Years 5 and 6 respond very well to sensitively pitched teaching, with the more-able pupils given opportunities to independently explore how to multiply decimals. Girls in Year 6 are meeting or exceeding their mathematics' targets. However, staff recognise that further support and challenge are required in the work girls are set in school and to complete as homework in order for them to reach and exceed national expectations.
- Pupils who are known to be, or have been, eligible for pupil premium funding made progress towards their targets in reading, writing and mathematics, but did not narrow the gap in their attainment in 2012, in relation to other pupils.
- The school's checking systems for pupils' achievement and progress show that most Year 6 pupils are currently working at or above expected levels overall in English and mathematics.

### The quality of teaching is good

- The quality of teaching has improved since the last inspection because of good leadership that regularly checks on the quality of lessons. However, while most teaching is good, there is still a small amount that requires improvement and not enough is outstanding.
- Teaching in the Early Years Foundation Stage is good because of very good observation and recording of children's achievements in each area of learning.
- The Early Years Foundation Stage teacher ensures that her teaching assistants share information about individual children, which then leads to meaningful learning experiences. For example, following a discussion about health and safety in the classroom, children designed and produced safety posters to help keep each other safe.
- Through pupil progress meetings, staff make regular checks on pupils' attainment in reading, writing and mathematics and deploy support staff and resources accordingly. For example, the school realises that levels of achievement in boys' writing and girls' mathematics are still not high enough and staff are beginning to see improvements because of the targeted support they plan and provide.
- Even so, teachers do not consistently provide written and verbal feedback to pupils on how to

improve their work in writing and mathematics.

- The acting headteacher has successfully led staff in helping pupils to become successful learners. In an outstanding literacy lesson, pupils were encouraged to think more deeply about their work by having the chance to discuss each other's independent writing and whether or not they had met their targets. Consequently, all were inspired and motivated to develop their writing skills.
- Teachers work well to develop pupils' reading, writing and mathematics skills in different subjects. In topic books that are checked thoroughly, staff remind pupils about the importance of spelling and grammar. There is evidence that teachers make sure pupils have the chance to practise, for example, weighing and measuring skills when conducting science experiments.
- There are good relationships in lessons. Pupils want to do well and rise to the challenge, knowing that teachers will support them if they have a problem.
- Disabled pupils or those who have special educational needs or need additional help to achieve at a higher level, receive good support in reading and writing by well-trained teaching assistants who make reference to good individual education plans.

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

- Pupils say they feel safe in the school. They appreciate the new 'traffic light' system which means that, if they 'stay on green', they have the chance to enjoy a period of self-chosen activities during 'Golden Time'. They know where they stand with this system.
- Pupils' attitudes to learning are very positive. They enjoy the chance to write independently each week because they can see that they are making progress against their weekly targets with staff help.
- Parents say that they are very happy with the school and that any concerns are dealt with swiftly. They support the new reward system because their children respond well to it.
- While there have been concerns about persistent absence with some pupils, the school, in partnership with the educational welfare officer, is making good progress in improving punctuality and attendance since the acting headteacher took up his full-time position.
- Pupils behave very well at break time. Older pupils help to organise activities with younger children so that they are active and learn how to play well together. Pupils say there is very little bad behaviour or bullying and that staff quickly deal with any problems.
- Pupils partake fully in assemblies and enjoy the chance to chat about changes that they have had in their lives or that they are planning. They love to take part in mini drama or mime activities and to laugh and joke with staff. This helps to create a warm, happy environment for learning to take place.
- There are no recently recorded exclusions or serious incidents.

### **The leadership and management** are good

- Staff and governors are clear about the school's priorities for improvement and there is a good platform for further progress. The acting headteacher has ensured that the key issues from the last inspection have been followed up, confirming the school's good capacity to improve.
- Leaders and managers have an accurate picture of the school's overall effectiveness. Consequently, they are leading improvement well in the most important areas.
- The quality of teaching has improved strongly over time and is linked well to staff training and performance management. Training initiatives have been appreciated by teachers and it is clear that there has been a positive impact in lessons, especially in the planning for individual needs through focused reading, writing and comprehension activities. Teachers know that they are held to account for the progress their pupils make through the school's performance-

management procedures.

- The acting headteacher has ensured that there have been improvements in attainment in boys' writing and girls' mathematics which closely match the national average. However, there is still not enough good and outstanding teaching to accelerate the progress of all pupils, especially the more able.
  - There are good checking systems in place so that staff and governors know how well the school is doing against its agreed targets, especially regarding pupils' achievement and progress and the quality of teaching.
  - The school's curriculum provides exciting opportunities for all pupils regardless of needs. For example, a recent fire-service visit led to an interesting 'history of fire-fighting' topic which inspired independent writing and art work.
  - Parents are supportive of the school's work, although they do not always provide their children with sufficient support at home when completing homework which has a focus on writing or mathematics.
  - Pupils' spiritual, moral, social and cultural development is good, evidenced by their attitudes and behaviour in lessons, assemblies and break times. Regular visits to local religious institutions and links with a school in Australia help to broaden pupils' experiences.
  - Partnerships, for example, with local high schools and with the on-site children's centre, lead to close working in support of pupils and their families.
  - Arrangements for safeguarding meet requirements and record keeping is good.
  - **The governance of the school:**
    - Governors are well-informed about the school's work, especially with reference to recent improvements in reading, writing, behaviour-management systems and attendance. They are regular visitors to the school and know about the management of staff, staff training and its impact on pupils' learning. Governors hold the school to account for the use of pupil premium funding. The school's finances are well managed and there is sufficient for funding school improvements.
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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

<b>Unique reference number</b>	119278
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405846

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	A Jones
<b>Headteacher</b>	Simon Pritchard(Acting Headteacher)
<b>Date of previous school inspection</b>	10 May 2011
<b>Telephone number</b>	01772 743531
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