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17 July 2013

Mr Richard Gower
Headteacher
Kingsleigh Primary School
Hadow Road
Bournemouth
BH10 5HT

Dear Mr Gower

Requires improvement: monitoring inspection visit to Kingsleigh Primary School

Following my visit to your school on 16 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012. It was carried out under section 8 of the Education Act 2005.

Ofsted is aware that serious allegations of a child protection nature, involving a former member of staff are being investigated by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered (where appropriate) alongside the other evidence available at the time of this monitoring inspection to inform judgements.

Evidence

During the visit, I held meetings with you, the deputy headteacher, three governors including the Chair and Vice-Chair of the Governing Body and a representative of the local authority. Observations of teaching and learning in Reception, Year 1 and Year 4 were undertaken as part of a learning walk with you and the deputy headteacher. I looked at improvement plans produced by senior leaders, data about the progress made by pupils and a sample of pupils' workbooks. I scrutinised the school's records for checking on the suitability of staff to work with children and the school's safeguarding procedures.

Context

Eight new members of staff have been appointed to begin working at the school as of September 2013, when Kingsleigh Primary expands from a three to a four form entry school.

Main findings

Leaders, managers and governors acted appropriately in managing the incident of a child protection nature linked to a former member of staff. The school adheres to the required procedures for checking about the suitability of staff to work with children.

The headteacher and deputy headteacher are demanding more from staff and as a result the school is heading in the right direction. There is a greater sense of urgency for the school to improve than has previously been the case. However, despite improvements made this year, there is a need for progress to accelerate further in order for Kingsleigh Primary to become a good school.

More pupils than in previous years are reaching expected levels for their age by the end of Year 2 and Year 6. Although standards are rising, progress made by pupils across the school is still not rapid enough because too much teaching still requires improvement.

Learning in the Early Years Foundation Stage is purposeful and interesting to children, such as their work linked to pirates and the new pirate ship being built in the playground. However, teachers' expectations of what children can achieve in this part of the school, especially in mathematics, reading and writing are too low. Consequently, children are not sufficiently well prepared for Year 1.

Pupils' knowledge of letters and the sounds they represent (phonics) is improving. In Year 1, more pupils achieved the expected level in the phonic screening check this year than in 2012, when levels were too low. Pupils known to be eligible for free school meals however, achieve less well in their phonics than their peers.

Although teachers check pupils' learning and understanding more regularly during lessons, they do not always consider pupils' responses sufficiently well to amend their teaching. Consequently, good levels of support and challenge are not always maintained. Teachers typically make more effective use of additional adults to support pupils during lessons including during introductions. Although teachers often use information and communication technology (ICT) as a teaching tool there are not enough opportunities for pupils to use ICT to support and enhance their learning. Teachers typically display learning objectives and key vocabulary, but they do not always ensure that pupils understand the meaning of subject specific

vocabulary particularly in mathematics. There are examples throughout the school where teachers' marking is good, but not all teachers mark pupils' work consistently well by identifying what pupils need to do in order to improve.

Senior leaders have raised their expectations of the quality of teaching and pupils' achievement, but expectations are still not high enough. Action plans developed since the last inspection have been strengthened to identify how progress will be evidenced. Senior leaders recognise that these plans require further refinement in order to communicate as clearly as possible, high expectations of every year group.

Phase leaders are working more efficiently by supporting staff and challenging them about how their teaching is helping pupils to progress.

Leaders, managers and governors ensure that the additional funding the school receives through the pupil premium is used effectively to support pupils at risk of underachieving in reading, writing and mathematics particularly at Key Stage 1. This is leading to better progress for pupils eligible for additional support than in previous years. There has also been a reduction this year in the gaps in levels of attainment between different groups of pupils.

The senior leadership team is responding well to additional support and guidance provided by the local authority and their links with other schools. Senior leaders and a governor benefited from visiting an outstanding infant school. This raised their awareness, for example, of improvements needed to Kingsleigh Primary's own outdoor learning environment for the Early Years Foundation Stage.

Members of the governing body benefit from links with other schools and their governing bodies. This is helping to raise their expectations of what pupils at their own school should be capable of achieving. Governors recognise that there is still a lot to do and have delegated tasks to different working parties within the governing body. Governors challenge leaders and managers about the impact of their work to improve teaching that is not yet securely good. Governors have come to recognise that they require a greater level of detail about the progress made by pupils in order to monitor more closely the effectiveness with which the school is meeting the needs of all pupils.

Following my visit, I recommend you take these actions.

- Accelerate the progress made by pupils across the school, so that by July 2014, a greater proportion than is currently the case meet and exceed expectations for their age in reading, writing and mathematics.
- Continue to raise expectations about the quality of teaching and provide more coaching where teaching is not securely good.
- Strengthen the leadership of the Early Years Foundation Stage so that children meet expected levels of development, at least, and are suitably well prepared for Year 1, particularly in literacy and mathematics.

- Ensure that senior leaders undertake more frequent monitoring of teaching and that they record in greater detail what pupils of different abilities are learning and how well they are progressing.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority provides the school with appropriate challenge and support. This was particularly effective when the school faced recent challenging circumstances. The local authority has brokered support from other schools as well as from their own advisers to help improve the quality of teaching. The local authority recognises the need for senior leaders to develop a coaching model to help improve the quality of teaching at the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bournemouth local authority.

Yours sincerely

Gehane Gordelier
Her Majesty's Inspector