

# Kingfisher Primary School

Coventry Grove, Wheatley, Doncaster, South Yorkshire, DN2 4PY

**Inspection dates** 8–9 October 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 of all abilities, including disabled pupils and those with special educational needs, make good progress in reading, writing and mathematics throughout the school.
- The Early Years Foundation Stage prepares children well for their future learning. As a result they are inquisitive, happy and industrious.
- The quality of teaching is good overall. It is occasionally outstanding. Teachers make good use of stimulating themes and resources, including information and communication technology (ICT) to develop pupils' basic skills.
- Pupils are well behaved and say they feel safe. They enjoy learning and take their responsibilities, such as school councillors, seriously.
- Pupils' health and well-being is strongly promoted through a wide range of high quality physical and cultural experiences such as specialist dance lessons and learning Mandarin.
- The headteacher and deputy headteacher drive the school forward through clear and imaginative leadership. They are well supported by capable subject leaders and a knowledgeable governing body.
- As a result, the school has continued to develop the quality of teaching and pupils' achievement since the last inspection and is well placed to further improve.

### It is not yet an outstanding school because

- While teaching is at least good, there is not enough outstanding teaching to ensure pupils' achievement is always the best it can be.
- Occasionally, teachers do not fully challenge pupils, particularly the more able, and fully develop their independent learning and thinking skills.
- Teachers do not always make full use of marking and feedback to help pupils improve their own work.
- In a few lessons, teachers do not make full use of other adults in the classroom to further improve pupils' learning.

## Information about this inspection

- The inspectors observed 24 lessons including five joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair and other members of the governing body, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities. Inspectors also heard pupils read.
- Inspectors took account of 27 responses to the online questionnaire Parent View and the outcomes from the school's consultations.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Paul Copping

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals and receive the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, for children who are looked after by the local authority, and pupils whose parents are serving in the armed forces.
- The majority of pupils are from White British families. There is an increasing proportion of pupils from minority ethnic families and from Eastern Europe.
- The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils supported by school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Further improve pupils' achievement through increasing the proportion of outstanding teaching by:
  - ensuring the work set for pupils, particularly the more able, always challenges them to make the best progress they can and improve their independent learning and thinking skills
  - making full use of marking and feedback to ensure pupils improve and manage their own work
  - ensuring all adults are effectively deployed throughout lessons and contribute fully to pupils' learning.

## Inspection judgements

### The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and understanding which are generally well below those typical for their age. They make at least good progress through the Early Years Foundation Stage in all areas of learning, especially their personal, social and communication and early reading skills. They concentrate well, listen carefully to adults and enjoy physical and creative activities.
- Pupils of all abilities achieve well in reading, writing and mathematics throughout school. There is a good trend of improvement since the previous inspection. Pupils make good progress from their starting points to reach broadly average standards by Year 6, which is largely reflected in national tests and assessments. As a result pupils are well prepared for the next stage of their education.
- Pupils eligible for free school meals and supported by pupil premium funding make at least good progress. The majority of these pupils are working at levels which are about one term below the national average and increasingly narrowing the gap with their peers in school. The effective promotion of equality of opportunity is reflected in the good progress made by the different groups of pupils represented in the school.
- Disabled pupils and those supported at school action and school action plus who have special educational needs make good progress from their starting points. They generally acquire effective reading and writing skills which enable them to tackle a wide range of subjects because the support they receive is carefully tailored to their needs.
- Pupils who speak English as an additional language also make similar progress to their peers. The focus on basic skills and the opportunities to apply them contribute to their successful achievement.
- Pupils read with fluency and enjoyment. Pupils in Key Stage 1 tackle new and unfamiliar words well because they have an increasingly good understanding of letters and their sounds to help them. This is reflected in national assessments for these skills. By Year 6, pupils' comprehension skills are well developed and they read with expression and interest.
- Pupils increasingly write at length with a fluid handwriting. They present their work well. Pupils' punctuation and spelling is largely accurate and their writing is purposeful. For example, by Year 6, pupils write imaginative biographies based on stories of second world war evacuees with thoughtful consideration of appropriate tenses and vocabulary.
- The pupils' mathematical skills are generally well developed. They are systematic and logical in completing their written calculations and often make good use of number lines, number squares and other resources to improve their understanding.
- While pupils' achievement is good, sometimes they do not make the very best progress they could because the quality of teaching is not yet outstanding. In particular, pupils, especially the more-able, are not independent and self-critical enough in all aspects of their learning to reach the highest standards that they could.

### The quality of teaching is good

- Overall, teachers make good use of accurate measures of pupils' progress to set work which is challenging and interesting to all abilities. In the very best lessons, they use this to set an exciting pace of learning where pupils move rapidly to the next stage.
- Teachers' expectations are high. They expect good progress from all pupils and are quick to intervene if achievement looks like it might fall below this standard.
- Reading, writing and mathematical skills are taught well through direct and sharply focused lessons with a strong concentration on basic skills. For example, Key Stage 1 teachers skilfully model how letters and sounds blend together to make new words using a wide range of resources. In Key Stage 2, pupils investigate the inferences in the language used in newspaper

headlines and generate their own imaginative ideas.

- Teachers make good use of attractive displays of key information and pupils' work as points of reference for further learning in literacy and numeracy. They also make good use of ICT, role play, games and quizzes to motivate and inform pupils. Outdoor learning is given a high priority in the Early Years Foundation Stage, and this focus continues through the school. For example, pupils in Year 4 went on a literacy 'treasure hunt' to assist their work about facts and opinions.
- Teachers provide many opportunities for pupils to read aloud during the school day to each other or well trained adults. They make good use of systematic reading schemes and a well stocked library to promote good progress.
- Occasionally, some pupils, especially the more able, are not challenged enough by the work set for them throughout the lesson. For example, sometimes pupils are given too much guidance by the teacher and are not encouraged to attempt work for themselves or think deeply enough about their own ideas.
- Staff make good use of a wide range of homework activities to both improve pupils' basic skills, such as reading, and to give them exciting opportunities to apply them through topic research and investigations. There has been an increase in parents' involvement in their children's learning since the last inspection.
- Teaching assistants often provide good support to particular groups of pupils, especially in reading activities. However, on a few occasions, teaching assistants and other adults are not fully involved, especially during introductions and explanations by the teacher. This limits their effectiveness in motivating and supporting pupils.
- Teachers' feedback to pupils and regular marking of their work is sometimes very effective, especially in literacy. However, teachers do not always give clear guidance about pupils' next steps in learning. In addition, pupils are not fully involved in assessing and improving their own work.

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

- Pupils behave well and take good care of each other. They appreciate the consistent high expectations for good behaviour shown by all staff. The school council also makes a good contribution to improving behaviour and the school environment.
- Pupils say they feel safe because they are well cared for by teachers and other adults. They say that bullying seldom happens and school records confirm this. They have a good understanding of different types of bullying especially cyber-bullying. If it takes place, pupils are confident it will be quickly dealt with.
- Adults establish good relationships with pupils who find managing their own behaviour difficult. They provide effective strategies for improving their behaviour and emotional well-being. As a result, incidents of poor behaviour, including racial incidents, are rare, as are exclusions.
- Attendance is broadly average. It is improving due to rigorous methods to monitor and promote good attendance in a leading partnership with other schools and education welfare services.
- Pupils enjoy school. They have positive attitudes to work and want to do well. They are largely keen to answer questions and offer their opinions.
- Pupils' behaviour is not outstanding because, very occasionally, their enthusiasm for learning wavers when teaching is not exciting and challenging enough.

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

- The headteacher's clear vision and ambition for the school is fully shared by all staff, governing body and parents. There is a continuous pursuit of high standards in every aspect of the school's work. This is very evident in the constantly improving environment for learning and good quality policies, procedures and communication to parents and pupils.
- The headteacher, deputy headteacher and other senior staff provide good role models to their

colleagues and are skilled in assessing the quality of teaching and setting challenging targets for teachers to aspire to. Subject leaders, some of whom are new to their roles, also provide increasingly effective leadership.

- The school makes good use of ICT to record and analyse the outcomes of a wide range of self-evaluation activities such as weekly pupil discussion, observations of lessons and pupil progress meetings. As a result teaching and learning have developed well since the last inspection and the school is clear about the next steps to take to improve achievement further.
- The school receives appropriate, but challenging, support from the local authority and an independent consultant. The headteacher is a local lead headteacher and has taken a key role in developing systems for managing teachers' performance and improving the quality of education.
- Staff are held accountable for the progress their pupils make and have to meet stringent criteria in order to achieve the next salary level.
- A key factor in improving learning is the development of the curriculum. Initiatives to provide intensive support for pupils whose reading or mathematics work falls below expected levels is helping drive up standards.
- There are many sporting, artistic and musical events for all pupils to participate in and a clear policy for effective use of sports development funding to broaden these experiences. The close partnership with a local football club provides not only professional sports coaching but also enriches reading and other learning skills. Pupils' spiritual, moral, social and cultural development is promoted well. For example, the partnership with a school in China enriches pupils' language and cultural awareness.
- The school works closely with parents and keeps them well informed through the website and regular blogs. The school provides good training opportunities for parents, such as courses that lead to English qualifications, which are well attended.
- The school tackles any issues of discrimination well and promotes equality of opportunity.
- **The governance of the school:**
  - The governing body is led and organised well. It is well informed through detailed headteacher's reports, its own systematic checks on the school's work and detailed analysis of pupils' progress. The governing body makes good use of first-hand observations and discussions with subject and other leaders to contribute to the school's self-evaluation. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. The governing body ensures policies for safeguarding meet requirements and are supported by rigorous record keeping. They manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on learning.

## 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>	106727
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	425736

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>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Drake
<b>Headteacher</b>	Nathan Atkinson
<b>Date of previous school inspection</b>	23 February 2012
<b>Telephone number</b>	01302 349275
<b>Fax number</b>	01302 349275
<b>Email address</b>	office@kingfisher.doncaster.sch.uk



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