

Kingsley Primary School

Wallace Road, Northampton, NN2 7EE

Inspection dates 10–11 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 across the school. From starting points well below the levels expected for their age, they reach average standards by the end of Year 6.
- Pupils who join the school speaking English as an additional language make outstanding progress because of the high-quality support they receive.
- Progress has been particularly rapid in writing in the past year and standards have risen considerably.
- Teaching is consistently good in all key stages. This is as a result of the actions taken by the headteacher, leaders and governors to improve teaching.
- Teachers show that they have high expectations for what pupils can achieve, and make clear to them what they are going to learn in each lesson.
- Pupils behave well and say they feel safe in school. Parents and carers agree.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- The inspirational leadership of the headteacher has forged a very strong staff team, and enabled all leaders, managers and governors to play a key role in driving improvement.
- As a result of extremely rigorous checking of the school's work and high-quality training of staff, pupils' achievement has improved year on year.

It is not yet an outstanding school because

- Not enough more-able pupils reach the higher levels of attainment by the end of Key Stage 2.
- Teachers do not always show pupils how to improve their work when marking their books in Key Stage 2.
- Some pupils are not given enough time to respond to teachers' comments on their work.
- A small number of pupils do not attend school regularly, and this is keeping attendance figures below average.

Information about this inspection

- The inspectors observed 24 lessons or parts of lessons, some of which were seen jointly with the headteacher.
- The lead inspector accompanied the school to its Harvest Festival at a local parish church.
- The inspectors heard pupils read and, together with the headteacher, looked closely at examples of pupils' work.
- The inspection team looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- The inspectors met with pupils chosen at random. Discussions were held with the headteacher and deputy headteacher, the inclusion manager, subject leaders, the family support worker, the Chair of the Governing Body and another governor, and a representative from the local authority.
- The inspection team took account of the 17 responses to the online questionnaire, Parent View. They also spoke with parents and carers.
- The inspectors considered 29 staff questionnaires.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Jonathan Roddick

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- The school population is growing. At present there are two Reception classes and two Year 1 classes. All other year groups are made up of one class.
- The majority of pupils are from White British backgrounds but an increasing number come from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported by the pupil premium (additional funding for certain groups such as pupils known to be eligible for free school meals or looked after by the local authority) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment.
- The headteacher and other leaders provide support for other schools.
- At the time of the inspection building work was being undertaken to a major expansion of the school to accommodate the additional classes.

What does the school need to do to improve further?

- Move teaching to outstanding by:
 - fully challenging more-able pupils so that more reach the higher levels of attainment
 - increasing the effectiveness of marking in Key Stage 2 so pupils always know how to improve their work
 - making sure pupils have time to respond to teachers' comments in their books.
- Increase attendance to at least the national average by working closely with the parents of pupils whose absence is greatest to send them to school regularly.

Inspection judgements

The achievement of pupils is good

- The school has successfully eliminated past underachievement, and most pupils in Key Stage 2 are now making at least good progress and some are doing even better. This is because the quality of teaching has improved considerably over time and is now consistently good.
- Year 2 pupils in 2013 were the first group of pupils in the school to benefit fully from improvements to the Early Years Foundation Stage when they were in Reception, and to have the advantage of being taught phonics (the sounds that letters make) systematically. The impact of this has been to accelerate their progress, and standards in the 2013 Year 2 national tests were above average.
- The current Year 2, who have also received the same benefits of improved provision in Reception and Key Stage 1, are on course to do even better in 2014. When these pupils took the national screening check for reading in Year 1 an above-average proportion met the expected standard for the second year running.
- When children join the school in Reception their skills and abilities are well below those expected. They consistently get off to a good start because they enjoy a wide variety of activities tailored to their needs, with a particular emphasis on developing their speaking and listening skills.
- The attractive and well-resourced classrooms and outside area help Reception children become confident at finding out new things for themselves. They quickly develop early skills in reading, writing and mathematics and are well equipped for the National Curriculum in Year 1.
- Pupils made particular gains in writing in 2013. The school achieved this by motivating pupils to write through drama and exciting ideas, providing a rich context to make writing purposeful. There was a strong focus on improving grammar. In the national test, standards were above average in spelling, punctuation and grammar.
- Pupils make good progress in reading. They enjoy books and are clear about what they have to do to improve their reading. They talk with enthusiasm about their favourite authors. Pupils like building up credits by reading at home to earn a trip to the local bookshop for a free book.
- The proportion of pupils exceeding expected progress in mathematics is high, and many middle-ability pupils reach the higher levels of attainment. Pupils have many opportunities to solve problems in real-life situations. They are encouraged to explain their working out and reflect upon their learning.
- Disabled pupils and those who have special educational needs achieve well because each pupil is treated as an individual and support is tailored to their specific requirements. In 2013 the pupils who speak English as an additional language made outstanding progress. This was because these pupils received every support to pick up new vocabulary quickly and benefited from the school's emphasis on speaking and listening.
- The school has employed a qualified teacher to support pupils eligible for the pupil premium. This has had a positive impact on their achievement across the school and resulted in gaps in attainment rapidly closing between eligible pupils and the others. In 2013 the gap between eligible Year 6 pupils and the others closed considerably, and these pupils were less than a term

behind their classmates in mathematics. In English the gap also closed substantially, but because it was greater to start with, pupils were still two terms behind the others, more in line with the national picture.

- Most more-able pupils are suitably challenged, but at times work is not demanding enough to make sure all those who are capable of doing so reach the highest levels of attainment.

The quality of teaching is good

- Teaching is consistently good and more is becoming outstanding. Teachers have high expectations in terms of pupils' work and their behaviour. They plan learning that is set at exactly the right level for most pupils.
- Teaching is purposeful and conducted at a brisk pace, so that pupils are actively involved in learning. Teachers use a wide range of resources, including technology, well to interest and engage pupils. For example, Reception children were using cameras to photograph their activities.
- Teachers make good use of what pupils already know to build up layers of learning. For example, Year 5 pupils were able to employ their knowledge of the Trojan wars well to write about how the central characters Paris and Helen may be feeling.
- Teachers ask questions skilfully to check pupils' understanding and to probe their thinking further. They target individuals rather than waiting for somebody to volunteer an answer, so all pupils know they must be ready to respond if called upon.
- Teaching assistants make a valuable contribution to pupils' learning, both in the classroom and when working with small groups or individuals. They are trained well and well briefed, so they know what is required of them and how best to help the pupils. This supports pupils in making good progress, and helps those who speak English as an additional language to make outstanding progress.
- Pupils' exercise books show that they make good progress over time and take a pride in presenting their work neatly. They have opportunities to write at length, for example when responding to *Macbeth* from a character's point of view.
- At times more-able pupils are not given work that is sufficiently demanding to move their learning on at an accelerated pace. In one lesson, for example, too much had been done for them already to help them with their writing, when they could have thought up more of their own ideas, particularly in how to begin sentences in interesting ways.
- Marking varies. While there are some good examples, written comments in Key Stage 2 do not always give pupils specific guidance on how to improve their work. Teachers sometimes do not give pupils sufficient time to respond to their advice and to act upon it.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and behaviour is consistently well managed. Pupils treat one another with respect and are polite to adults. One pupil summed up the school by saying, 'Everybody has a sense of humour.'

- Pupils say there is no bullying. They know about different types of bullying such as cyber-bullying and name-calling. They are confident that adults will help them if they go to them with a concern. They know that discrimination is not tolerated.
- Pupils take responsibility seriously as members of the school council, or when leading play activities at lunchtime. They walked sensibly to the church for their Harvest Festival and donated food items to benefit vulnerable families.
- Parents say that their children behave well and are safe at school. Pupils say they feel safe. They know about keeping safe in different situations, supported by junior road safety officers.
- The school is actively improving attendance, especially with groups that have the greatest absence. These include some Asian and Eastern European families and some families whose children are known to be eligible for free school meals. The school understands the importance of making sure that all these pupils attend regularly, and that their families do not take them out of school in term time.
- Behaviour and safety are not outstanding because there is some low-level disruption on the rare occasions when pupils are not fully engaged, for example when the work is not sufficiently demanding for them.

The leadership and management are good

- Under the inspirational leadership of the headteacher, complemented extremely well by the deputy headteacher, the school has made very rapid progress in moving from satisfactory at the previous inspection to good now. This is because of a relentless drive to improve teaching and an extremely rigorous approach to checking the school's work.
- All teachers have a personal improvement plan to help them perform at their best. Points for development are carefully recorded and followed up. The school manages teachers' performance robustly and makes sure all staff contribute to improving pupils' progress and realising whole-school priorities.
- High-quality training gives staff every opportunity to meet their agreed targets for improvement. Regular meetings hold teachers accountable for pupils' progress and identify any pupils at risk of falling behind so that suitable support can be arranged to help them catch up.
- Senior leaders are developing subject leaders' roles well. They are involved in analysing data and checking teaching and learning. They are having an increasing influence on improving pupils' progress and raising standards in their areas of responsibility, and so making sure that everybody has an equal opportunity to succeed.
- The curriculum is purposeful and engaging and develops a love of learning in pupils. The school promotes pupils' spiritual, moral, social and cultural awareness well, for example through studying history. Pupils learn what it is like to be a poor Victorian child in Year 6, a Viking marauder in Year 4 and a tragic Greek heroine in Year 5. Pupils say, 'They work us to our best: they get the best out of us.'
- Teachers make learning relevant for pupils and build on their interests. They enjoy a wide range of visits and visitors and memorable experiences. For example, pupils recorded their own songs at a professional studio. The primary school sport funding is being spent on promoting swimming, dance and competitive sports. The school has suitable plans to measure its impact.

- The local authority provides 'light-touch' support and uses the expertise of the headteacher and other leaders in supporting other schools.

■ **The governance of the school:**

- Governors know about the school's data and how well pupils are doing. They understand how the quality of teaching has improved, and the way leaders manage the performance of teachers. They know how the school rewards good teachers and tackles any underperformance. They are developing in their capacity to challenge leaders and hold them to account for the school's success. They are increasingly confident in asking the right questions of leaders so they can be sure, for example, that additional funding such as the pupil premium is being spent effectively to benefit eligible pupils. They visit the school regularly to find out for themselves how it is doing. They make sure that finances are spent wisely and that safeguarding arrangements meet national requirements.

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	121915
Local authority	Northamptonshire
Inspection number	425014

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	260
Appropriate authority	The governing body
Chair	Amanda Usher
Headteacher	Sue Lane
Date of previous school inspection	27 September 2011
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