

Kingston Park Primary School

Cranleigh Avenue, Kingston Park, Newcastle-upon-Tyne, Tyne and Wear, NE3 2EL

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils are highly respected and valued. They are involved in all aspects of school life. As a result, their behaviour is excellent, they are consistently polite, thoughtful and very caring, and feel very safe.
- Pupils, from a wide range of backgrounds and with very differing needs, work extremely well together.
- Pupils make good progress from their starting points, although this is not yet consistent throughout the school in all subjects. In 2012, the proportion of Year 6 pupils who reached the expected standard was higher than the national average. Currently, more pupils make more rapid progress in mathematics than in writing.
- Pupils in the Additionally Resourced Provision make exceptional progress because those adults working with them have a detailed knowledge of each pupil's needs and work hard to ensure that these are met.
- Teaching is good overall and the school's leaders are focused on increasing the proportion of outstanding lessons. Pupils are enthusiastic, hardworking and love learning.
- Those pupils who speak English as an additional language receive high quality support and as a result make outstanding progress.
- The curriculum provides a wide range of activities and opportunities. All pupils are actively encouraged to participate in sport and in music. Everyone is proud of the successes achieved in these fields.
- Leaders and managers, including the governing body, have a relentless focus on pupils achieving their best and in improving the quality of teaching. They are very successful in improving rapidly most aspects of the school's performance.

It is not yet an outstanding school because

- The improvement in the proportion of Key Stage 2 pupils making better than expected progress in writing is not as rapid as in other areas, particularly in mathematics.
- In Key Stage 1, too few pupils attain more than the expected standard.
- Occasionally, the work pupils are given is too repetitive and not presented in an interesting enough way.

Information about this inspection

- The inspectors observed teaching in all classes and in 18 lessons. Eleven of these lessons were observed alongside senior leaders.
- An inspector listened to pupils from Key Stages 1 and 2 read.
- The inspectors looked at a sample of work in pupils' books in all subjects to get a view of pupils' current progress and progress over time.
- The inspectors took account of the 55 responses from the parents to the on-line questionnaire (Parent View) and the three letters they received from parents. They also talked to several parents.
- Inspectors talked to groups of pupils about how safe they felt and their views of the school.
- Meetings were held with the Chair of the Governing Body and six governors, staff and the school achievement partner.
- The inspectors looked at a number of documents including the school development plan, data on pupil progress and safeguarding policies and procedures. They also looked at the school's website.

Inspection team

Nora Waugh, Lead inspector	Additional Inspector
Derek Sleightholme	Additional Inspector
Clive Petts	Additional Inspector

Full report

Information about this school

- This is a larger than average size primary school.
- The school is additionally resourced to offer places for up to 10 pupils with complex physical and medical needs. These pupils are all included into mainstream classes.
- The proportion of pupils supported by school action is lower than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also lower than average.
- The proportion of pupils known to be eligible for the pupil premium is lower than average. The pupil premium is the additional funding for those who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils from ethnic minority groups is similar to that found nationally; however, the proportion of pupils whose first language is believed to be other than English is higher. The largest single group are pupils from Saudi Arabia whose parents are studying or working in Newcastle.
- Pupil mobility is higher than average. This is linked to the number of overseas families coming to England to study and work and also to a large proportion of pupils being admitted throughout Key Stage 2. In 2013, only 60% of Year 6 had been at the school from the Reception Year onwards.
- The school has had a change of headteacher since the last inspection.
- The school runs a breakfast club from 7.30am each morning.
- The school is a member of the Newcastle North West Learning Trust which came into being on the 1 September 2013.
- The school meets the government's current floor targets which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure all groups of pupils, including the most able, make rapid and sustained progress by:
 - ensuring that even more pupils in Key Stage 2 make better than expected progress in writing
 - enabling a higher proportion of pupils in Key Stage 1 to attain above average standards
 - making sure that pupils are always given work in lessons that challenges them and motivates them to make the best possible progress.

Inspection judgements

The achievement of pupils

is good

- Children start in the nursery with standards that vary but with language and social skills which are often below those typical for their age. Adults create a caring and highly-supportive atmosphere where any hesitation about being in a new environment rapidly disappears and routines are quickly understood. Children's well-being and skills across all areas of learning develop well.
- This good progress continues in the Reception classes and by the time they leave the Early Years Foundation Stage most children are confident, happy learners who work well in small groups.
- Progress continues well through Key Stage 1 and most pupils reach the expected standard. Although improving, as a result of leaders' actions, the proportion of pupils reaching the higher Level 3 is currently no greater than that found nationally.
- This good progress continues throughout Key Stage 2, although it is not consistent in all subjects. In 2012, a higher proportion of Year 6 pupils achieved the expected standard than was found nationally in English and mathematics. However, a lower proportion than the national averages achieved the higher Level 5. There was a significant improvement in the 2013 Year 6 national tests in the number of pupils reaching the higher Level 5, particularly in mathematics. This was the result of rigorous action taken by the school's leaders. Standards in writing were weaker in 2013.
- Progress is thoroughly tracked throughout the school and discussed regularly at year group meetings. This enables support to be put in place quickly for individuals and has been important in ensuring most children make expected or more than expected progress.
- Outcomes for more-able pupils are improving because the school identifies these pupils and tracks their progress rigorously. The improvements seen in mathematics in 2013 shows it is making a difference.
- Pupils in the Additionally Resourced Provision make outstanding progress and consistently achieve very well from their starting points even though many have regular absences for treatment or stays in hospital. Other disabled pupils and those with special educational needs also make outstanding progress because they are carefully watched and sensitive support is provided when needed.
- Pupils who speak English as an additional language, including those from Saudi Arabia, vary greatly in how fluent they are in English and often enter or leave the school at other than the usual times. They receive excellent support and, although not always reaching the expected levels, make outstanding progress from their starting points.
- Pupils eligible for pupil premium funding, including those known to be eligible for free school meals, receive well-planned tasks, which are carefully checked to ensure they make a difference. As a result, in the last two years they have made the same amount of progress as other pupils, although in 2012 their attainment was two terms behind that of others. The schools' own data shows this gap is now narrowing rapidly.
- The school is committed to promoting equality of opportunity for all pupils and this is reflected in the progress made by pupils with often very challenging needs. This is one of the strengths of the school about which parents consistently comment.
- The school gives a high priority to teaching reading and comprehension skills. All teaching areas have a 'reading den' and pupils talk enthusiastically about which books they have read and what they want to be able to read in the future. Overall performance in writing, although improving, is still behind that in reading partly because of the impact of pupils coming into school with very limited English.

The quality of teaching is good

- The atmosphere in school is extremely purposeful and learning is valued highly. The completely open plan building means teaching has to be very organised and that the whole school must work together so that time and space are properly coordinated. This is expertly achieved and the whole day runs smoothly.
- Pupils' relationships with each other and with staff are outstanding. Consequently, they are very enthusiastic and want to learn as much as they can.
- Enjoyment is important and pupils love activities where they are the experts who have to correct the teachers' mistakes. Pupils listen carefully to adults and to each other. They quickly follow instructions.
- Lessons are well prepared and everything is ready so no time is lost from learning. Teachers know what they want pupils to learn and pupils in turn are clear about what they need to do to improve their work.
- Support staff are generally deployed well and are invaluable in allowing pupils from the resourced provision to participate fully. A bilingual support assistant in the nursery was both helping children learn English and encouraging them to settle into the new environment with warmth and broad smiles. The same kind of very effective support and management of their provision ensure that disabled pupils and those with special educational needs also learn very well.
- Teaching is good with an increasing amount that is outstanding. In the strongest lessons, teaching is lively and actively involves and challenges all pupils. In some lessons, opportunities to excite pupils and to extend their thinking further are missed and at times more-able pupils spend too much time on tasks that are not difficult enough for them.
- Marking is careful and supports pupils in knowing how to improve their work. Teachers use assessment in lessons well to identify when extra help is needed or when pupils have been successful.
- There is an on-going commitment to improving the quality of teaching, and its impact in all subjects. A single plan was put into place to further raise standards across the school. As part of this work, the profile of mathematics was increased across the school and pupils given challenges and used to inspire each other. The success of this can be seen in pupils' rapidly improved achievement in this subject.
- Wider opportunities, including visits and visitors are an important part the school's work. A museum with history resources provokes and inspires pupils' interest. Pupils learn about all aspects of their local heritage. An annual exhibition at the end of the summer term allows all classes to work in an innovative and creative way as part of the larger school community.
- The school values pastoral care highly and is proud that pupils are ready for the transition to their next stage of their learning. The move to secondary school is managed extremely well. For younger children thoughtful strategies such as the teaching assistant from the Reception classes supporting the same group at the start of Year 1 mean that pupils settle quickly into new classes.

The behaviour and safety of pupils are outstanding

- One of the many strengths of this school is how fully pupils are involved in its development. The school council has written policies on e-safety and behaviour, and makes every effort to ensure that others can learn and play in an atmosphere of respect and dignity. Its members suggest ideas for improving the school and are confident their views are listened to. Older pupils have 'jobs' which they value and take seriously.
- The ethos of the school is extremely supportive and parents, staff, governors and pupils are all very proud to be part of the community. Everyone genuinely cares about the school and welcomes everyone into a highly nurturing and inclusive environment. Pupils from the Additionally Resourced Provision are able to join in all activities and participate fully in the life of

the school.

- Behaviour in the school is outstanding. In a large space, pupils move calmly and quietly from area to area. They are very considerate and willingly help each other. Behaviour outside the classroom is also of the same high standard.
- Pupils are clear that they feel safe in school and that bullying does not happen. They know that all staff will take time to help them with any worries or concerns. Pupils are equally clear about personal safety and are articulate about the importance of e-safety. Parents are also extremely positive about how safe their children are in school and the high quality of care they receive, including in the breakfast club.
- Attendance has improved consistently over the last three years and is now above the national average. Punctuality is also very good.

The leadership and management are outstanding

- The inspirational headteacher is supported by an able and highly effective management team, who have restructured the middle leadership and put in place robust management systems. Performance is improving rapidly. The whole staff are exceptionally supportive and the consistency of approach throughout the school is remarkable.
- The wider leadership team regularly check performance and have an accurate view of the schools' strengths and weaknesses. They observe teaching, look at pupils' work and hold regular year group meetings where the progress of individual pupils is discussed.
- The impact of the systems the management team have put in place is seen clearly in pupils' excellent personal development. Improving learning in English and mathematics has been an equal priority but with the most impact seen in mathematics in the 2013 Year 6 national tests. Improvements in Key Stage 2 pupils' performance in writing is taking slightly longer to become fully embedded. The school's own tracking data and other inspection evidence show that further significant improvements have been made recently in pupils' achievement and the quality of teaching.
- All staff participate in appraisal and have targets linked to the school's priorities. Training is often for the whole school and again is linked to current priorities.
- The curriculum is exciting and offers pupils plenty of opportunities for visits out of school. Pupils said how much they enjoy these. Participation in sport is high and everyone is proud of the achievements of individual pupils and the school teams. Participation in music is also encouraged. Parents commented on how much their children gained in their aesthetic development and physical well-being from being part of larger city-wide events in both music and sport.
- Pupils' spiritual, moral, social and cultural development is outstanding. The cultures of all pupils are respected and the school makes an outstanding effort to help them learn about the area they are now living in and its industrial heritage. There are regular opportunities for reflection. An alternative Muslim assembly led by an Arabic speaking member of staff provides a section of the school with a wonderful sense of belonging.
- The leadership of the Additionally Resourced Provision is outstanding. The complex needs of these pupils are very effectively met. The school genuinely values the support of the different agencies involved in ensuring the best possible provision for these pupils.
- The headteacher and the governing body were instrumental in setting up the Newcastle North West Learning Trust. They feel that the opportunities it will offer schools to work together and with industry are extremely exciting and will add an extra dimension to their work. An early example is that the schools are working together to make the most of the new Primary School Sport funding.
- **The governance of the school:**
 - The governors are well informed about school developments and knowledgeably discuss comparative data and school, local and national priorities. They have been proactive in improving their ability to challenge school management. Each governor is linked to a class that

they follow through school. This helps them to understand the impact of issues like the number of pupils leaving or joining the school other than at the usual times. They believe strongly that the school should help pupils 'become effective human beings' and are proud of its wider achievements. The governing body is very accessible to parents and produce a regular newsletter to support this.

- Governors are well informed when making decisions about finance, including teachers' pay and its link to pupils' performance. They check that pupil premium funding is spent effectively. Governors also ensure that all statutory requirements including those relating to safeguarding are met.

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	108490
Local authority	Newcastle Upon Tyne
Inspection number	425977

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

Type of school	Primary
School category	Foundation school with a trust
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Andrew Wynne
Headteacher	Jayne Evans
Date of previous school inspection	13 March 2008
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