

Kingsland CofE(C) Primary School

Werrington Road, Bucknall, Stoke-on-Trent, Staffordshire, ST2 9AS

Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress from their individual starting points varies too greatly across the whole school so not all pupils achieve well, particularly in reading and writing.
- Since the previous inspection, standards attained at the end of Year 6 have declined in writing.
- Disabled pupils and those with special educational needs achieve lower standards than similar pupils nationally.
- Expectations of what pupils can achieve are not always sufficiently high. This stops them learning well consistently.
- Not all lessons start on time. Learning time is wasted distributing resources, such as paper, to be used for learning activities, or it is not made clear what is expected of pupils, thus confusing them.
- Improvements introduced by teachers responsible for leading literacy and numeracy have not had enough time to demonstrate a sustained impact on pupils' achievement.

The school has the following strengths

- The headteacher, deputy headteacher and members the governing body have a very clear understanding of what they must do now to make this a good, or better, school. Their good leadership is currently achieving and securing improvements.
- Standards attained in mathematics at the end of Year 6 have been improved well by school leaders since the previous inspection.
- Standards at the end of Year 2 have risen yearly in writing since the last inspection.
- Pupils supported through the pupil premium now attain higher standards than other pupils in the school, because funds to support their achievement were spent very wisely by governors and school leaders.
- Pupils are polite, courteous and very respectful of teachers and pupils alike; they feel safe, secure and are well cared for in the rich, colourful and vibrant learning environment in the school.

Information about this inspection

- Inspectors observed 24 lessons or part lessons, seven of which were jointly observed with members of the senior leadership team. In addition, the inspectors listened to pupils read and observed a number of teaching assistants working with pupils in lessons.
- Meetings were held with pupils, parents and teachers, five members of the governing body and a representative of the local authority.
- In the course of the inspection, inspectors took account of the 19 responses made by parents to the online questionnaire (Parent View); an analysis of a questionnaire circulated recently by school leaders and considered the 33 responses to a staff questionnaire.
- The inspectors observed the work of the school and scrutinised plans for improvement, as well as documents relating to safeguarding, behaviour and attendance. A broad range of other evidence was also scrutinised, including current pupils' work in books from all classes and the school's own data and records of how well pupils make progress in their learning.

Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Karen Ling

Additional Inspector

Yvonne Brown

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- An above-average proportion of pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils supported by the pupil premium is well above the national average. The pupil premium is additional government funding for those pupils 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.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school shares a site with a nursery and children's centre, which are inspected separately.
- Many pupils join the school during the academic year in year groups other than the Reception Year.
- The headteacher took up appointment in October 2012 and the deputy headteacher took up appointment in November 2013.

What does the school need to do to improve further?

- Improve the quality of teaching in all lessons to good and increase the proportion of outstanding teaching so that pupils' progress is consistently strong and standards rise by:
 - making sure expectations of what pupils can achieve are always sufficiently high
 - further strengthening the impact that teachers who are responsible for leading improvement in numeracy and literacy, have on learning throughout the school
 - ensuring there is a full understanding of the progress which specific groups of pupils, such as the disabled and those who have special educational needs, make in their learning so it can be accelerated further
 - increasing the time stronger teachers spend supporting those who have less well developed teaching skills
 - better using teachers and resources in the Early Years Foundation Stage to help children develop their communication skills
 - ensuring the teaching of the sounds which letters make (phonics) is effective
 - eliminating wasted learning time in lessons
 - making learning interesting and exciting for all pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Across the school from their individual starting points, the progress made by all pupils and groups of pupils historically and currently, varies too greatly in reading and writing. Disabled pupils and those with special educational needs attain standards below similar pupils nationally and make less than expected progress in most year groups in reading, writing and mathematics.
- Pupils are not given equal opportunities to learn well because of the variable quality of teaching in lessons.
- When children start school, their knowledge and skills are below typical expectations for their age, particularly in language development. As children progress through the Early Years Foundation Stage, they make good progress in their learning and development.
- Phonics skills at the end of Year 1 for groups of pupils, such as those known to be eligible for free school meals and boys, are below the national levels because phonics is not taught as effectively as it could be. At the end of Year 2, the standards of these pupils in 2013 were well below those nationally in reading and mathematics and almost one term behind all pupils nationally in writing even though they had improved on the two previous years.
- During the past three years, standards attained by pupils in writing have declined at the end of Year 6, while standards in mathematics increased in 2013 to above the national average. The school's latest reliable tracking data indicate that at the end of Year 6 in 2014 the decline in writing will be halted because pupils are now making more progress from September 2013 to the time of the inspection than they did during the same period last school year.
- The school's tracking data show that in the vast majority of classes most pupils' progress is now increasing in reading, writing and mathematics because of the determined focus of the new leadership team on improving teaching and accelerating pupils' progress.
- At the end of Year 2, standards attained by the most able pupils increased in 2013 but remain below the national average. At the end of Year 6, the most able pupils attained the highest level in mathematics which was an improvement on the previous year. In lessons, the most able pupils are not always given learning tasks which are difficult enough and which hampers their learning, therefore, their achievement is not consistently strong.
- Pupils eligible for support from the pupil premium attained very well last school year. In 2013, the attainment gap for pupils known to be eligible for free school meals compared to those pupils not eligible was reversed. In mathematics, they were around two and a half terms ahead of the other pupils, in reading they were about one and a half terms ahead and in writing, they were ahead by nearly two terms. These improvements are dramatic compared to the previous year and demonstrate the impact the new headteacher had on using the pupil premium funding well to rapidly improve these pupils' attainment.

The quality of teaching

requires improvement

- Teaching is clearly improving, which reflects the drive and effectiveness of the current leadership of the school to bring about improvement. However, there is still too much variation in the teaching of reading, writing and mathematics throughout the school, which explains why achievement has not been strong over time.
- Not enough teaching conveys high enough expectations of what pupils, such as disabled pupils and those with special educational needs or the most able, can achieve which results in them not making the progress of which they are capable. One group of these pupils was observed sitting unchallenged, slowly colouring in pictures whilst the rest of the class took part in exciting and fun learning activities.
- Occasionally, the rate of learning slows when there is a lack of recognition about the relatively little progress pupils make in lessons and tasks do not challenge them well enough to help them make fast enough progress.

- The teaching of phonics is not well matched to the learning needs of groups of pupils, such as those known to be eligible for free school meals and boys, which resulted in their attaining lower standards than similar pupils nationally in 2013.
- Learning time is wasted when lessons do not start promptly. Sometimes, pupils sit and chat waiting for the next part of their lesson on their computer to be prepared, which slows the rate at which pupils can learn. It is not always made clear to pupils what they are expected to achieve in their learning, leaving pupils unsure of how to achieve success.
- In the Early Years Foundation Stage, not all adults use the available learning resources to help children develop their language skills as much as they could.
- Recent improvements in the quality of teaching are resulting in pupils making better progress in their learning but it has not had enough time to accelerate progress or raise standards enough.
- Year 6 pupils are making rapid progress because of teaching which moves learning forward at a very fast rate. In Year 6, pupils were learning about the sinking of the Titanic pupils and used information and communication technology (ICT) exceptionally well to discover facts about the different styles of clothes first- and third-class passengers would wear, before they designed their own first-class ball gowns. Pupils described this as, 'An exciting and fun lesson where they learned a lot'.
- Questions are beginning to challenge pupils' more and extend their understanding of what is being taught, which promotes rapid learning, particularly in mathematics.
- There are examples of teaching successfully providing tasks that match the different abilities in a class, but this is not routinely the case.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are positive in all lessons. They are keen and enthusiastic to learn and do not disrupt the learning of others. Around the school, pupils say they feel very safe at all times. At break times, pupils enjoy playing with their friends on the playground which is a welcoming and safe place for them to socialise.
- The behaviour of pupils is good.
- Pupils are smartly turned out and wear their uniforms with pride. They are proud to be part of the caring school community and rightly proud of their very well kept school which is clean and tidy at all times.
- 'Commando Joe' spends two days per week in school and at lunchtimes. He organises safe games which pupils enjoy and this helps them to further develop their social skills.
- 'Commando Joe' is having a very positive impact on pupils' attendance and punctuality. Pupils, particularly boys, are keen and enthusiastic to get into school before the start of the day because they see 'Commando Joe' as a positive male role model. Attendance has improved well and so far this academic year is in line with the national average, as a result of the successful work carried out school leaders.
- Children in the Early Years Foundation Stage are well supported by adults in getting to know the daily routines in school and rapidly acclimatise themselves to school life as they become more independent as the year progresses. They socialise and select activities which help them to develop their life skills well in a welcoming, secure and stimulating classroom.
- Pupils are aware of different types of bullying and were delighted to inform inspectors that on the rare occasions it does occur, it is dealt with appropriately by school staff. Most pupils are also aware of the dangers in the wider world, particularly how to keep themselves safe on the internet. This is something the school plans to focus more on shortly as part of their mission to ensure pupils are safe at all times.
- The school's work to keep pupils safe and secure is good.

The leadership and management are good

- The relatively newly-formed senior leadership team has evolved into an effective catalyst for school improvement. In a short time, they have made many changes in the school which have led to better teaching, which in turn is starting to improve the rate of progress pupils make in their learning. Although it is too early to see the sustained impact on achievement for all, there have been notable successes, such as the progress of pupils eligible for the pupil premium.
- The school's robust data analysis revealed weaknesses in Year 2, and school leaders are beginning to use the skills of stronger teachers to support other colleagues develop more effective skills. The deputy headteacher and assistant headteacher are currently effectively deployed, accelerating pupils' progress and raising standards in Year 2.
- The headteacher, who is highly effective, very ably assisted by the deputy headteacher and assistant headteacher, has successfully focused teachers on improving pupils' attainment in mathematics. Following better planned and highly focused teaching of mathematics in lessons and small support groups, standards have been raised.
- Those teachers responsible for improving literacy and numeracy throughout school have been well supported. This has been through working in partnership with a local school, organised by the local authority, to enable them to understand how they must hold their colleagues to account for the progress pupils make, or do not make, in lessons. They are unable to show they have had much impact on accelerating pupils' progress so far because many of them only took on these responsibilities this academic year.
- The new headteacher has worked very successfully to involve parents fully in their child's education. Parents speak positively about feeling welcome in the school and appreciate the dedicated work of staff in supporting their children in their personal development very well.
- The local authority has provided effective support for the school.
- **The governance of the school:**
 - Members of the governing body play a pivotal role in the school's improvement because they have a clear plan to make those necessary improvements to at least good or better. Since the previous inspection, they have appointed key staff, such as the tenacious and strong headteacher and deputy headteacher, and collectively they aim for the school to be the best it can be. Governors clearly understand that teaching is not yet consistently strong enough to accelerate pupils' progress sufficiently even though there have been recent improvements. Collectively, they are highly skilled at forensically scrutinising data about the school's performance so that they can question school leaders robustly when they identify any possible underperformance. They manage the performance of teachers well and are rightly determined not to reward teachers who are not helping pupils to achieve well enough. Governors have a good understanding of how well pupils supported through the pupil premium achieve because they have astutely directed the spending of the funding, which has resulted in pupils' improved attainment this year, particularly in mathematics. The governing body plans to evaluate the impact of the additional primary school sport funding on improving the quality of physical education so that they ensure it is spent to best effect.

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	133766
Local authority	Stoke-On-Trent
Inspection number	440893

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Christine Brown
Headteacher	Sara Goddard
Date of previous school inspection	16 November 2010
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