

Kingswood Infant School & Nursery

Clay Hill Road, Basildon, SS16 5DE

Inspection dates 12–13 June 2014

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

Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress in English and mathematics as they go through the school.
- Teaching requires improvement because teachers' expectations of what pupils can achieve are not always high enough. As a result the activities in lessons do not always stretch pupils, especially the more-able pupils.
- Pupils are not developing their skills in phonics (the sounds that letters make) effectively to become better readers.
- Pupils do not get enough chance to use their mathematical skills in different subjects. Numeracy is not promoted as well as literacy.
- Marking does not consistently help pupils to improve their work.
- Behaviour requires improvement. Pupils' attitudes to learning suffer when the work being done does not interest or challenge them.
- The recent actions taken by leaders and governors to teaching and achievement have not yet had sufficient impact to make the school good.
- Subject leaders do not have enough opportunities to check teaching and improve pupils' achievement in their areas.
- Some members of the recently reformed governing body are relatively new. Governors have not yet consolidated their work.

The school has the following strengths

- Leaders, staff and governors are working well together to develop the school. The improvements already made to teaching and standards show their capacity for further improvement.
- Pupils feel safe at school, and their parents agree that they are kept safe.
- Attendance is rising and now above average.

Information about this inspection

- The inspectors observed 14 lessons taught by eight staff. Four joint observations were carried out with the headteacher and the deputy headteacher. The inspectors also observed a range of activities which the school provides to support individuals and small groups of pupils.
- The inspectors held meetings with the headteacher, members of the governing body, staff, a representative of the local authority, the director of the Basildon Educational Services Trust and a group of pupils. An inspector spoke to parents in the playground before school.
- In planning and carrying out the inspection, the inspectors took account of the 13 responses to the online questionnaire (Parent View) and the school's own survey of parents. The inspectors also took account of the 20 responses to a staff questionnaire.
- The inspectors looked at the school's development plan, data on pupils' attainment and progress, records of the monitoring and evaluation of teaching, a wide range of policies and procedures, and the school's arrangements for the safeguarding of children.
- In addition to looking at pupils' work in lessons, the inspectors carried out a scrutiny of pupils' work jointly with members of the senior leadership team and subject leaders.
- An inspector attended an assembly and visited the breakfast club.
- An inspector listened to pupils reading.

Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
Matthew Klimcke	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. This is additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The school offers a breakfast club and a variety of after-school clubs.
- The executive headteacher has been in post since February 2014. She is a local leader of education and Chair of the Basildon Education Services Trust.
- The school is working closely with the Basildon Services Education Trust, the Basildon Excellence Panel and the local authority to ensure improvement in the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make more rapid progress, by ensuring that:
 - the work set in lessons is appropriately challenging, especially for the more-able pupils
 - teaching interests pupils and promotes positive attitudes to learning
 - marking indicates to pupils how to improve their work and shows the standard they need to reach.
- Raise achievement in mathematics and English by:
 - providing more opportunities for pupils to improve their phonic skills, to develop their reading
 - giving pupils regular opportunities to practice writing at length
 - raising the profile of mathematics across the school and develop numeracy skills across all subjects.
- Improve the effectiveness of leadership and management by:
 - giving subject leaders more opportunities to monitor and evaluate teaching and progress
 - consolidating and developing the work of the governing body.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good enough progress in English and mathematics as they go through the school to reach the standards they are capable of by the end of Year 2.
- Children enter the Nursery with knowledge, skills and understanding broadly typical for their age. Assessments on entry show that children have strengths in being imaginative, writing and understanding of the world but are weaker in speaking, moving and handling and shapes, spaces and measures. Children reach the levels expected for their age in the Nursery.
- Current data show that children are making faster progress throughout the Early Years Foundation Stage, especially in physical, personal and social skills and mathematics. However, older pupils' numeracy skills are less well developed because mathematics is not well promoted through display and numeracy skills are not well reinforced in other subjects.
- Attainment was in line with national averages at the end of Key Stage 1 last year but dipped from the previous year. To address this and increase progress rates, the school has increased the focus on guided reading, the challenge provided by reading materials and work on phonics. In a Year 2 class, for example, the materials used took pupils' abilities into account, interested them and promoted reading well.
- Results in the Year 1 phonic screening check and the Year 2 retake have been below average. Pupils have not always had enough opportunities to practise their skills so that they can confidently segment and blend sounds, and this has affected the quality of their reading.
- Pupils' attainment and progress have been strongest in Year 2 over time. Writing has improved because pupils have increasing opportunities to write at length in response to a range of topics.
- Girls and boys are now making broadly similar progress. Expectations of what more-able pupils should be able to do are rising but are still inconsistent across the school. Not enough pupils are currently reaching the very highest levels in reading, writing and mathematics.
- Year 2 pupils who are eligible for the pupil premium are currently about a term behind other pupils in mathematics and writing and slightly more in reading. Current data show that progress rates for this group are better than for others because the range of support on offer is targeted well at pupils' needs and is helping to close any gaps quickly as a result.
- Disabled pupils and those who have special educational needs make progress in line with their peers. It is improving because they are now well supported owing to strong leadership in this area. All pupils' attainment and progress are carefully tracked and regularly reviewed with parents and pupils. Such steps help to ensure all groups have equal opportunities to learn, and that there is no discrimination.
- Primary sports funding has increased the range of sports on offer and provided additional coaching to increase pupils' skills. As a result, pupils have good opportunities to participate more often in sports and to perform to a higher level.

The quality of teaching

requires improvement

- The quality of teaching is improving, but it is not yet good enough to ensure that pupils,

including the more able, make consistently good progress from the Early Years Foundation Stage onwards.

- Teaching does not currently offer enough challenge to pupils to do their very best. Expectations of what pupils should achieve in both key stages and over time have not been high enough. They are now rising, but are still reflected in the quality of presentation in a few books.
- Sometimes the work set is too easy, and this results occasionally in pupils losing interest and focus on their work. Pupils do not have enough opportunities to write at length or apply their skills by themselves to demonstrate their level of understanding, especially in mathematics and phonics.
- The teaching of literacy is better than that of numeracy. Displays around the school do not promote mathematics especially well and opportunities to reinforce number skills in different subjects are infrequent.
- Teaching assistants work closely with teachers and pupils to support pupils' learning. However, sometimes, adults do not ensure that the work on offer extends pupils' skills and provides the level of challenge needed to keep them engaged and take their skills rapidly forward.
- Not enough more-able pupils are reaching the highest levels in their work. Expectations of what they should be able to do are not consistently high. The work they do in lessons is not reviewed sufficiently quickly to adjust the level of challenge upwards when they have nearly finished what is on offer. Teaching sometimes lacks variety and this results in a lack of engagement.
- Pupils' work is regularly marked. Marking tells pupils how well they have done. It is less effective in indicating next steps, the standard pupils they are expected to reach over time, or how to improve their work.
- The school is looking at ways to improve the teaching of phonics to help all pupils with their reading. Where reading is taught well, skills are reinforced in writing. A Year 2 group, for example, used their background reading about America to produce attractive leaflets about different tourist sights, such as the Statue of Liberty. The leaflets demonstrated a good range of vocabulary and ability to manipulate language.
- Children in the Early Years are now progressing at a faster rate due to improved resources and planning. Stronger leadership ensures a greater level of challenge now, especially for the more-able children.
- Throughout the school, the quality of teaching is now rising because teachers share a common determination to improve their practice and learn from each other.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. It is not yet good because their attitudes to learning are not consistently positive and so do not contribute to good progress over time. Low-level disruption is uncommon but pupils are sometimes lose concentration when activities are not stimulating enough and do not then respond promptly to instructions. In the lessons where this occurs, it is not always picked up or addressed quickly by staff.
- Pupils are usually polite and courteous in class and as they move around the school. They are able to work together well in most lessons. However, behaviour during recreation times is

sometimes less considerate of others.

- Expectations of behaviour are reinforced in school policies and in assemblies. Children take pride in their appearance and school but this pride has only become more consistently apparent in their written work since the arrival of the new headteacher in February.
- Incidents of bullying are rare. Pupils understand the different forms that bullying may take, such as pushing and name-calling, and that it is always best to seek help from one of the adults nearby. Parents who responded to the online survey or spoke to an inspector feel that the school deals effectively with issues concerning bullying, and that behaviour is good. The school's own surveys confirm this positive picture.
- The school's work to keep pupils safe and secure is good. Staff are well trained in first aid, child protection and safeguarding. Clear systems are used to report any concerns. The school site is safe. The vast majority of parents feel that their children are safe. The children themselves feel safe and say that adults care for them well. Pupils know how to stay safe on the internet and the school is working to develop their understanding in this area.
- Attendance has improved and is now above average. There have been no exclusions in recent times. Racist behaviour and any form of discrimination are regarded as unacceptable.

The leadership and management requires improvement

- Leaders and managers have not yet ensured that achievement is good in all areas and the quality of teaching has improved sufficiently to be rated good overall. The governing body is relatively new and subject leaders' roles are still developing.
- The experienced executive headteacher has driven improvement rapidly forward since her arrival in February. She has worked effectively with the local authority and the Basildon Services Education Trust and Excellence Panel to establish a senior leadership team. She has developed the roles and capacity of the governing body. The quality of teaching is now rising, behaviour is better and attainment and progress have improved from the Early Years Foundation Stage onwards.
- The way the school tracks pupils' attainment and progress is now sharper. Leaders' evaluation of the school's strengths and weaknesses evaluation is accurate in pinpointing areas for improvement, although it is too generous in rating the school as good overall. Nevertheless, the school has shown that it has the capacity for sustained improvement.
- As yet, not all subjects have subject leaders. Where these roles are filled, including in English and mathematics, leaders have spent more time checking the quality of teaching and pupils' progress, but these arrangements are not yet frequent enough to drive improvement rapidly forward. Subject leaders review pupils' work scrutinies and teachers' planning together with the senior management team. This now ensures greater consistency across subject areas.
- Procedures for the management of staff performance have been reviewed and are now clearer, including those for the work of support staff. Staff know their performance targets, which are related to raising attainment and progress rates and better teaching. They evaluate their own work and have increasing opportunities to develop it through links with the local improvement partnership and other schools.
- The curriculum is enhanced by after-school clubs and a breakfast club, which give pupils who

attend additional opportunities to learn or consolidate skills. The curriculum leader is working effectively to prepare for the introduction of the new curriculum in September and ensure that it relates more closely to pupils' interests and abilities.

- The local authority has had close links with the school to help raise achievement and improve teaching. Advisers have worked effectively with the school and local partners to help with the current successful push towards better results.
- Spiritual, moral, social and cultural development is securely promoted. The school has growing links with local churches, some of whose representatives visit the school. The recent review of how to teach subjects means that pupils can more frequently use their imagination, as when they wrote and talked about the 'Bug Hotel' set up in the outdoor space. The sense of right and wrong is developed in assemblies and through the school motto of 'stop, think, choose, do'. Visits, visitors and parental involvement help to develop pupils' understanding of the local area and of other cultures.
- Sports premium funding is effectively used to ensure pupils are fit and healthy and have increased access to sport. Funding is also used to develop the skills of teaching and support staff and increase their confidence in providing physical education lessons.
- Parents are kept informed about what is going on in the school through regular newsletters. The very large majority feel that they are well informed and a number commented to an inspector about the recent improvement in the school.

■ **The governance of the school:**

- Governance is developing strongly. The governing body was recently reformed following an external review of governance, but it contains a number of very experienced governors. It is supportive and governors' regular visits give them a good understanding of the school. Governors have a sharper focus now on raising attainment and improving teaching, and a better understanding of what performance data tell them about attainment and progress. Their meeting records provide detailed evidence of the challenge governors offer. Governors are trained in safeguarding and an increasing number are training in safer recruitment. They make sure safeguarding meets all current requirements. In conjunction with the executive headteacher, governors ensure that procedures for the management of staff performance are rigorous. Underperformance is quickly addressed by support and training and promotion up the pay scales is in accordance with the national *Teachers' Standards*. Governors know how good the teaching is through visits such as their recent monitoring day, but teaching has not been good enough until recently for rewards to be considered. The school's use and application of the pupil premium are under regular review as part of the drive for improvement.

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	115267
Local authority	Essex
Inspection number	442008

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

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Alan Kinney
Headteacher	Iris Cerny (Executive Headteacher)
Date of previous school inspection	15 January 2013
Telephone number	01268 520840
Fax number	01268 289217
Email address	admin@kingswood-inf.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

