

Kinson Primary School

School Lane, Kinson, Bournemouth, Dorset, BH11 9DG

Inspection dates 03–04 March 2015

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

Summary of key findings for parents and pupils

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

- Leaders have not acted quickly enough over time to tackle weaknesses in the quality of teaching and pupils' achievement.
- Pupils' language skills are not consistently well developed. This slows their progress in writing, particularly.
- Until recently, staff did not all play an effective enough role in addressing the school's priorities. Important policies and procedures were not consistently implemented or thoroughly monitored, for example in the way important skills should be taught.
- The school's track record indicates that pupils have not made quick enough progress in the older year groups. Attainment in reading, writing and mathematics is below average. The gap in the attainment in mathematics between disadvantaged pupils and others is not narrowing quickly enough.
- Systems for checking on and improving the quality of teaching have not typically been rigorous enough.
- Behaviour requires improvement because not all pupils consistently pay attention in lessons. Staff's expectations of pupils regarding their behaviour are variable.
- Teaching is not yet good. Inconsistencies remain, especially in the level of support and challenge for pupils and in the quality of marking.
- Pupils are kept safe in school but a few do not always act safely at playtimes.

The school has the following strengths

- The headteacher is a strong and determined leader who has worked strenuously to improve the school over the last two years. The school is now improving rapidly in all areas, in part because the governing body and other leaders are becoming increasingly effective.
- Phonics (the sounds letters make in words) is especially well taught. As a result, younger pupils make good progress in reading. Their attainment is slightly above average by Year 2.
- Skilled teaching and a good understanding of how children learn ensure Reception children achieve well. Their attainment is above average.
- The effective work of the nurture group and parent and pupil support worker is improving behaviour and attendance well.
- In Years 1 to 6, progress is now accelerating and attainment is rising. Vulnerable pupils are closing the gap on their peers well in reading and writing.
- Good use is made of the expertise of members of the Bournemouth Septenary Trust to support school development. Comprehensive monitoring and support of teaching this year have helped eradicate endemically weak practice.

Information about this inspection

- Inspectors observed pupils’ learning in 24 lessons or parts of lessons of which six were joint observations with senior leaders. In addition the inspection team made a number of other short visits to group or individual activities provided to help pupils who have fallen behind to catch up. They observed before- and after-school activities and visited the breakfast club. Inspectors heard a sample of pupils read and scrutinised a selection of pupils’ written work.
- Meetings were held with pupils, members of the governing body and staff including senior and middle leaders. Conversations were held with representatives of the local authority and the Bournemouth Septenary Trust.
- Inspectors took account of the 44 responses to the online questionnaire (Parent View). They also spoke to a small number of parents at the start and end of the school day.
- Responses from the 44 staff questionnaires were analysed.
- The inspection team observed the school’s work and scrutinised a number of documents including the school’s records on current pupils’ progress, behaviour and attendance. They looked at documents relating to planning, monitoring and safeguarding. They considered the school’s joint working with the Bournemouth Septenary Trust.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Jo Curd

Additional Inspector

Catherine Kickham

Additional Inspector

Full report

Information about this school

- Kinson is a larger than average-sized primary school with two or three classes in each year group. Currently, children in the Reception class attend full time.
- The proportion of disabled pupils and those with special educational needs is above average.
- Most pupils are of White British heritage. Few pupils speak English as an additional language.
- The proportion of vulnerable pupils eligible for the pupil premium funding is above average. This funding is to provide extra support for pupils known to be eligible for free school meals and to children who are looked after.
- The headteacher took up her post two years ago. There have been a considerable number of staff changes and new appointments since the previous inspection. The senior leadership team has been restructured. Currently, there is an interim head of school, an experienced leader from a Bournemouth Septenary Trust school, in place. A new head of school has been appointed to start in April 2015.
- The school runs breakfast and after-school clubs managed by the governing body.
- Kinson Pre-School shares the school site. This is run by a private provider and was not inspected at this time.
- The school is part of the Bournemouth Septenary Trust. This is an alliance of seven local schools which support each other's monitoring and improvement work, including in governance.
- The school meets the government's 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?

- Improve the quality of teaching so that it is consistently at least good by ensuring that:
 - activities are provided which help pupils working at different levels to do their best
 - pupils are kept focused on their tasks
 - staff adapt tasks in a timely manner for those who have learnt quickly or need extra support
 - the marking of pupils' work indicates clearly what pupils need to do to improve and staff check that mistakes are not repeated
 - teaching assistants consistently support learning effectively.
- Improve achievement by ensuring that:
 - the proportion of pupils reaching and exceeding the minimum levels expected for their age increases
 - vulnerable pupils close the attainment gap on their peers in mathematics more quickly
 - a greater emphasis is placed on developing pupils' language skills to help improve the quality of their writing
 - mathematics activities require pupils to make better use of, and develop, their problem-solving skills more effectively.
- Strengthen leadership and management by:
 - ensuring that all staff play an effective role in helping the school to improve, including year leaders
 - ensuring that all staff are held accountable for the school's overall performance
 - making sure that key policies and procedures are adhered to by all staff and that leaders monitor staff practice to ensure they do so
 - improving pupils' behaviour by ensuring staff have consistently high expectations
 - ensuring policies and procedures relating to pupils' safety are implemented consistently throughout the school.

Inspection judgements

The leadership and management

require improvement

- Until recently, leaders had not secured improvement consistently or rapidly enough. Expectations of pupils were not high enough in all cases. Some staff did not adapt their practices sufficiently quickly to meet the expectations of new senior leaders. Consequently, while both are improving, the quality of teaching and pupils' achievement require improvement as at the previous inspection.
- The headteacher has acted successfully and with determination to bring about change. Despite many leadership changes, she has put the school on a secure path towards improving the quality of teaching and pupils' achievement.
- The current senior leadership team demonstrates the capacity to bring about more rapid improvement than in the past. Their roles in checking on and supporting the different phases of the school and in English and mathematics have begun to lead to improving achievement.
- Newly appointed year leaders take their responsibility seriously and are beginning to bring about improvements through their challenge and support of staff. However, it is too soon to see the full effect of their work.
- Systems for checking and improving the school's work were not previously rigorous enough. Staff did not always implement important policies and procedures and leaders did not monitor or update them regularly enough. This situation is now starting to improve, but a few staff remain slow to adopt new practices, for example in raising their expectations of good behaviour.
- Leaders now check the effectiveness of teaching thoroughly and regularly. Clear support plans are in place for any member of staff whose performance is below expectations.
- Formal performance management procedures are now applied much more thoroughly. Leaders and governors rigorously carry out their roles in this aspect. Staff are held to account well and only good performance is rewarded.
- The school fulfils its duty to promote equality of opportunity, foster good relationships and tackle discrimination. This can be seen in the improving progress of pupils at risk of underachieving and the good relationships between pupils from different backgrounds.
- Leaders and staff have suitably adapted learning activities and the assessment of pupils' progress to meet new government requirements. The curriculum covers a good range of subjects. Leaders are preparing useful guidelines for how skills can be developed. Pupils have many opportunities to excel in sports competitions and in music performances.
- Pupils' spiritual, moral and social development is suitably promoted although there are fewer opportunities for pupils to learn about cultural diversity. Pupils are successfully encouraged to adopt British values such as respect for and tolerance of others. Pupils' preparation for becoming a citizen in modern, diverse Britain is considerably enhanced by the growing role they take in local community events.
- The additional funding to support disadvantaged pupils is being used with increasing effectiveness. Increased staffing and resources allocated to enhance these pupils' well-being and academic progress ensure that they increasingly benefit from their education.
- The additional physical education and sport premium funding is used to good effect to increase pupils' well-being. Participation in sports activities has doubled. Pupils have access to a wider range of sports and perform well, for example in local football competitions. The quality of teaching in physical education has improved.
- Safeguarding procedures, including in the vetting of staff and child protection, meet statutory requirements. Policies and procedures are now up to date. The level of care in the breakfast and after school clubs is good. It effectively supports pupils' well-being and academic achievement.
- The large majority of parents are mainly satisfied with the school's work. However, a small minority of parents feel that the school does not keep them informed well enough, especially about their children's progress. Inspection evidence shows that the information provided about pupils' attainment and progress is at least adequate.
- The local authority's considerable support and challenge over the past two years has helped the school to improve. Senior leaders and governors in the Bournemouth Septenary Trust schools provided good support for the headteacher while new Kinson leaders and governors were developing their skills. They recognise that stronger leadership at Kinson ensures less support will be required in the future.
- **The governance of the school:**
 - In the past, governors did not hold leaders to account sufficiently for their impact on pupils' progress. The governing body now fulfils its statutory duties. Governors are strongly committed to continuous

improvement and work effectively with senior leaders to bring this about. They work hard to ensure that the school plays a full part in the local community.

- Effective training provided by the local authority and the Bournemouth Septenary Trust has ensured governors' skills developed well over the past year. They understand the school's performance and accurately compare Kinson with other schools locally and nationally. Through this, governors are now holding leaders to account well for the quality of education they provide.
- Governors' first-hand monitoring has improved. They work more closely with school leaders, for example, in checking pupils' work books. Governors check very regular the effectiveness of the additional funding for disadvantaged pupils and the sports premium funding. Better systems for checking teaching quality and visits to the school ensure that governors have accurate information on which to base their decisions about rewards for staff performance.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- Pupils enjoy school, but not all staff have high enough expectations of how pupils will behave in lessons. When pupils are given work that is too easy or too hard for them, or when the pace of lessons is too slow a few pupils lose interest. On these occasions, low-level disruption occasionally takes place.
- Those pupils who find good behaviour difficult are supported well, especially by the nurture group. Their behaviour improves well over time. Pupils are clear about the difference between right and wrong and the school's rewards and sanctions procedures.
- A recent emphasis on improving behaviour when moving around the school and at playtimes has seen a marked improvement. However, not all pupils respond swiftly enough to adults' instructions, particularly when lining up, for example at the end of break times to go back into school.
- Attendance has improved well over the past two years due to the effective work of the parent and pupil support worker. There are fewer regularly poor attenders. Attendance levels are in line with the national average.
- Pupils successfully adopt British values such as tolerance and fairness. Relationships are mainly harmonious. Pupils work well together in paired and group work in lessons.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Until recently, too little was done to ensure that all staff followed school policies and procedures. Some inconsistencies still remain, for example in safe movement around the school which is not always good.
- Not enough attention has been given to ensuring all pupils played safely on the small playgrounds. Although the situation has improved, a few pupils still run through the designated areas for games or quiet play which concerns those using them.
- Pupils have a clear understanding of the different forms that bullying can take. They report that incidents of bullying have decreased. Pupils are confident that adults respond to their concerns and that any bullying that does occur is dealt with successfully.
- Pupils have a good awareness of what they can do to keep themselves safe and free from harm. For example, they are well aware of hazards they might encounter when using social media sites on the internet.

The quality of teaching

requires improvement

- Teaching requires improvement because it still varies too much in quality, especially in the older year groups. It is not yet consistently at least good.
- Teaching in literacy, reading and mathematics has been more effective over the past year. Good learning in lessons was observed in all phases during the inspection.
- Interesting activities at the start of a new topic engage pupils' interest well. However, teachers do not always develop pupils' skills sufficiently, for example in solving mathematical problems. Activities do not always match the levels at which different pupils are working. Occasionally, the most able pupils waste time on topics they have already covered; the least able work on tasks that are too hard for them. This limits progress.
- Most teachers monitor pupils' learning throughout lessons, but some are not quick enough to move on

those pupils who have finished their work or provide extra support for those who are struggling.

- Teaching assistants are appropriately deployed to support learning during lessons although the quality of their support varies considerably. Some provide effective support, but this is not the case consistently across classes.
- Teaching provided to help pupils who have fallen behind to catch up is typically good and is where teaching assistants are most effective. This has increased the progress of disabled pupils and those with special educational needs, as well as that of disadvantaged pupils.
- When marking pupils' work, too few teachers provide clear enough advice on how to improve. They do not consistently check that pupils have not repeated errors made previously.
- Teaching is consistently good in the Reception classes. Here, all staff ensure that each child makes the progress they should. As a result, their attainment has risen well and continues to do so.
- The teaching of phonics is especially strong, especially in the younger year groups. Attainment in reading has risen well as a result.
- Teaching is consistently good in the current Year 6 because activities consistently help pupils to do well. These teachers are especially adept at ensuring disadvantaged pupils close the attainment gap well on their peers in reading and writing.

The achievement of pupils

requires improvement

- Whilst an improvement on previous years, in both 2013 and 2014, results in the Year 6 national tests show that pupils' attainment and progress were below the national average. The decline in attainment and progress has now been halted and pupils make at least the progress they should.
- Good progress in the current Year 6 ensures the large majority of pupils are now on course to reach the expected level in reading, writing and mathematics in 2015. They are now better prepared to benefit from secondary education. However, because of past weaknesses, too few pupils exceed the levels expected for this age.
- In writing, pupils' ability to use correct grammar, punctuation and spelling was low. Results in the Year 6 national tests in 2014 showed they were a year behind where they should be. A strong promotion of pupils' spoken language development and phonic skills is improving their grammar and spelling, as well as their use of vocabulary.
- Year 6 pupils increasingly write effectively in a range of different formats. They use interesting vocabulary and different features such as metaphors to improve their work. However, slow progress in the past means that they have a lot to catch up in order to attain well.
- A strong emphasis on teaching calculation skills has improved this aspect of mathematics well. Year 6 pupils use their increased expertise effectively to work with measures and data and in solving problems. However, as in other subjects, past weaknesses limit how well they achieve.
- In other year groups, pupils' ability to apply their mathematical knowledge in different situations and to solve problems is underdeveloped.
- In reading, attainment is improving more rapidly because of the very good teaching of phonics and effective support for disadvantaged pupils, disabled pupils and those with special education needs. Pupils in Reception and Years 1 and 2 achieve well in reading. Attainment is rising and is slightly above average by Year 2.
- By Year 6, the proportion of pupils reaching the level expected for their age in reading has risen well over the past two years. Pupils' improved ability to comprehend what they read supports their learning in other subjects.
- Disabled pupils and those with special educational needs achieve in line with their peers in school. Their progress is not yet good because they do not always receive appropriate support and challenge in lessons.
- In 2014, disadvantaged Year 6 pupils' attainment was close to that of their classmates in reading, but they were a term behind them in writing and two terms behind in mathematics. When compared to other pupils nationally they were a year behind in all subjects. The gap is now closing, especially well in reading and writing. In these subjects, a greater proportion of vulnerable pupils are on course to reach the expected Level 4 in reading and writing than other Year 6 pupils. However, they are not doing as well in mathematics.
- The achievement of pupils from different ethnic backgrounds is similar to other pupils. This is also the case for pupils who speak English as an additional language.
- Over time, the most able pupils progress at a similar rate to other groups. Their attainment is beginning to improve as a result of better teaching, notably in Year 6.

- Good opportunities for pupils to develop their skills in information and communication technology, music and sport enable pupils to achieve well in these subjects.

The early years provision

is good

- Reception children get off to a good start. Children's communication, literacy and mathematics skills prepare them well for learning in Year 1.
- Parents are very positive about the start given to their children. They value the opportunities to visit the school before children enter Reception and rightly say that children settle in well and start learning quickly.
- Staff meticulously assess and record children's progress, providing clear evidence on what they have achieved and what they need to do to improve. Activities are planned effectively for the next steps of each child's learning. Consequently, most children achieve well and reach a good level of development by the time they leave.
- Children become good learners, willing to work hard and determined to do their best. Each morning children enter school confidently, calmly choose an activity and engage in learning swiftly as a result of the well-organised classrooms and routines.
- Through well-planned activities, such as role playing in the 'Travel Agency', children learn to listen, speak, read and write well. The majority start Year 1 reading common words and using their phonic skills well to build up new ones. Most write correctly in sentences.
- Mathematically, most children are very secure at placing numbers to 20 in order and undertaking simple addition and subtraction. They accurately describe patterns and compare size or shape.
- Children also achieve well in other areas of learning, eagerly exploring the world around them and enthusiastically joining in creative or physical activities.
- Children are taught well by staff who have the skill to engage children's interest. Disabled pupils and those with special educational needs are included very well to get the very best out of their time in Reception. On a few occasions, however, staff do not move children on in their learning quickly enough.
- Good attention is paid to children's safety and well-being, for example in the safe use of resources. Children take great care of these.
- Children's spiritual, moral, social and cultural development is promoted well. Good quality interventions by adults ensure that they understand others' viewpoints and can resolve their own disputes. Children's capacity to work independently and with others is very good. These strengths show a strong awareness of the British values of tolerance and respect.
- Leadership and management are good because of the very effective teamwork between staff and a continual focus on improving children's well-being and academic progress.

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	113724
Local authority	Bournemouth
Inspection number	453754

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	390
Appropriate authority	The governing body
Chair	Nigel Tiller
Headteacher	Victoria Bryan
Date of previous school inspection	13–14 March 2013
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