

The Kingfisher School

Lichfield Road, St Anne's Park, Bristol, BS4 4BJ

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	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		Requires improvement 3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils' overall achievement at the end of Key Stage 1 and 2 in 2014 was below average because of previous underachievement due to weak teaching.
- Teaching is not always ambitious enough. Some teachers do not consistently plan tasks for pupils that extend their learning or offer the appropriate level of challenge in order to ensure that they make at least good progress.
- Teachers' marking is sometimes not precise enough to help pupils to improve. Some teachers do not insist on accurate spelling, punctuation and the use of grammar or neat presentation in pupils' written work, especially in upper Keystage 2.
- Pupils have too few opportunities to develop their mathematical skills in other subjects in order to consolidate their learning.
- Provision in the Early Years has not been consistently good over time. Some children are not well prepared for Year 1.
- Some curriculum leaders are not fully involved in checking the quality of teaching in their areas of responsibility in order to ensure that pupils make at least good progress.
- Most pupils are usually well behaved in lessons. However, some lose concentration and go off task when tasks are too easy or too hard or when teaching fails to engage their interest.
- Attendance is below average.
- Some parents feel that the school leaders do not respond consistently well to their concerns or give them sufficient information about the work of the school.

The school has the following strengths

- School leaders, including governors, have substantially raised pupils' achievement and the quality of teaching through a period of significant turbulence. However, the quality of teaching and the attainment and progress of pupils are still not consistently good and require improvement.
- The Academy is successfully closing the gaps for disabled pupils and those who have special educational needs and disadvantaged pupils in reading, writing and mathematics when compared to other pupils in the school.
- Good arrangements are made for those pupils who speak English as an additional language, many at an early stage. These pupils make good progress.
- As a result of recent effective action taken by leaders, the provision in the Early Years is improving. However it is not yet consistently good and requires further improvement.
- There are good relationships between pupils and staff and pupils say they feel safe in school.
- Incidents of inappropriate behaviour have lessened this academic year due to higher, more consistent, expectations.

Information about this inspection

- The inspectors observed learning in 13 lessons. Four lessons were jointly observed with the headteacher.
- Discussions took place with the headteacher, the executive headteacher, members of staff, four governors including the Chair of the Governing Body, and a group of pupils.
- Inspectors heard pupils read and observed the teaching of reading skills.
- The inspectors sampled pupils' work in different year groups and examined records of pupils' progress. They read the school's own evaluation of its strengths and weaknesses and its improvement plan. A range of other documentation was examined, including all procedures relating to safeguarding of the pupils.
- The views of the 26 staff members who responded to a written questionnaire were taken into account.
- Inspectors examined the school's own recent survey of its parents and spoke to parents both before and after school. There were too few responses to Parent View, Ofsted's online survey of parents' views, to be included.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

David Shears

Additional Inspector

Full report

Information about this school

- The Kingfisher School became an academy on 1 April 2013. It is part of the Colston Girls' School Trust and is sponsored by the Society of Merchant Venturers. When its predecessor school, St Anne's Park Primary School, was last inspected by Ofsted, it was judged to require special measures.
- There have been significant changes to teaching staff since the Academy opened. Following two acting headteachers, the substantive headteacher was appointed at the start of the current academic year. There is an executive headteacher of schools in the Trust.
- The academy is smaller than the average-sized primary school.
- There is a Nursery class which children attend part time. Children in the Reception class attend full time
- The majority of pupils are from White British backgrounds. The proportion of pupils of minority ethnic heritage is above average. The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of pupils who leave or join the school at times other than the usual ones is higher than usually found.
- An above average proportion of pupils are disabled or have special educational needs.
- Over half of the pupils in the school are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those who are looked after. This is well above the national average.
- Four pupils attend alternative provision at the Cabot Learning Foundation Studio, Tree Tops and Education First. These pupils have complex special educational needs or behavioural difficulties and receive specialist tuition and support.
- The academy meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast club, managed by the school, was part of this inspection.
- A children's centre is situated on the site. This is inspected separately and was not included in this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' attainment and increase their rates of progress by ensuring that:
 - planned work is at the right level for different groups of pupils and effectively makes up for any gaps in pupils' learning
 - pupils' inattention in lessons is reduced by making teaching more engaging
 - marking throughout the school shows pupils precisely how they can improve their work
 - there is greater attention to the accuracy of spelling and punctuation and the use of English grammar in pupils' written work
 - pupils take a greater pride in the presentation of their work
 - pupils have more opportunities to develop their mathematical and thinking skills in a wider range of subjects.
- Improve leadership and management by:
 - developing the role of some middle leaders in raising standards in their subject areas
 - ensuring the school improves communication with parents and responds appropriately to their concerns
 - reinforcing with parents, the importance of pupils' attending school regularly.
- Improve provision in the Early Years to ensure that all children make good progress and are well prepared for Year 1 by:
 - planning for children's next steps in learning more precisely
 - seizing opportunities to encourage children to develop their reading, writing and number skills when they are not working directly with an adult.

Inspection judgements

The leadership and management requires improvement

- While leaders and governors have secured improvements, their actions have not yet resulted in consistently good teaching or good achievement for all pupils.
- Children in the Early Years make expected levels of progress but few make better than this because leaders do not always use assessment information to plan the next steps in children's learning precisely enough or to evaluate the effectiveness of provision.
- Following significant changes in staffing and well-targeted staff training, weaknesses in teaching have been tackled and the quality is improving. Staff are committed to continuing school improvement and in supporting the headteacher, executive headteacher and governors in their ambition for good or better outcomes for pupils. The school's evaluation of its work is accurate and has led to appropriate priorities for improvement.
- Leaders ensure that rigorous monitoring of teaching has generally improved its quality. They use effective systems to improve teachers' performance, setting objectives that are linked directly to pupils' achievement and professional development. This has resulted in improved standards of teaching and attainment. However, they are fully aware that some teaching still requires improvement. Teachers fully understand the link between the effectiveness of their performance and any pay rises or promotion.
- Curriculum leaders for English and mathematics have made significant improvements to the curriculum and the quality of teaching in their areas of responsibility. Their monitoring and school records show that these changes are having a positive impact on pupil achievement. However, the impact of other curriculum leaders is not as strong because they do not have enough opportunities to check on the effectiveness of their work on improving teaching and pupils' learning.
- Pupils study a recently developed broad and balanced primary range of subjects. Although this is quite new, pupils enjoy studying the wide range of subjects which are enriched by educational visits such as to Bath Abbey and recently as Maths Challenge Ambassadors working with pupils from other local schools
- The new curriculum has been developed with other schools in the Trust and implemented at the start of this academic year following staff training. It is designed to address previous gaps in learning. This is successful and improved progress is being made, particularly in English and mathematics, after a legacy of earlier underachievement.
- The school places strong emphasis on promoting equal opportunities for all its pupils. Most pupils are tolerant and respectful. School leaders and teachers make it clear that they expect pupils to learn and play well together. Leaders and teachers assess the progress of each pupil regularly to check on the progress they are making. When pupils are found to be falling behind, additional effective support is provided.
- Additional support and sometimes alternative provision are provided for pupils who are vulnerable or struggling with behavioural, emotional or social difficulties. The small number of pupils involved have made good progress. Support is monitored well by the leader for special educational needs to ensure it is having a positive impact on pupil progress. The attendance, progress and behaviour of pupils attending alternative provision are closely monitored.
- The school has positive relationships with most parents and staff strive to involve them fully in their children's learning. However, some parents feel that the school does not give them sufficient information about the work of the school and that sometimes concerns raised are not always followed up effectively by teachers or leaders.
- Pupil premium funding is used effectively to provide academic and personal support for eligible pupils. The progress of these pupils, disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and pupils new to learning English is checked regularly and rigorously. This ensures that the variety of interventions and strategies being implemented have a positive impact on pupils' progress.
- The primary school sports funding is directed well to improve staff expertise and employ a specialist sports coach. Pupils link their learning in sport to living healthily and eating sensibly.
- Pupils' spiritual, moral, social and cultural development is promoted effectively by leaders and pupils' tolerance and respect for others, along with their appreciation of diversity and British values, prepare them well for life in modern Britain.
- The Breakfast Club is well run and provides a good start to the day for the high number of pupils who attend.
- The school has received good support from the Academy Trust. In particular, the executive headteacher is always on hand to offer guidance, as well as setting leaders a demanding pace for academy improvement. Partnerships with local schools both inside and outside the Trust and a Local Leader of Education have

supported leaders to improve the school's effectiveness. Senior and middle leadership has been strengthened by Trust appointments and through clear expectations of their role and effectiveness.

- Procedures for the safeguarding of pupils are well organised and regularly monitored by senior staff and nominated governors.

■ The governance of the school:

- The governing body is effective in monitoring the school's performance. Governors use their skills and experience effectively to influence the school's work. They are well informed about how well the school is performing, through their regular visits and through checking data and reports from the headteacher and other leaders. They use this information to hold the school to account for school improvement. They have a clear understanding of the quality of teaching in the school and the link between teachers' performance and salary progression. They help the school tackle any underperformance rigorously. Governors review the school's finances to ensure the budget is managed effectively. They make close checks to ensure that grants such as the pupil premium and the additional funding for sport are well used and having a positive impact on pupils' outcomes. Governors have undertaken training in safer recruitment and child protection and fulfill their statutory duties for safeguarding pupils.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement.
- Most pupils have positive attitudes to their learning, listen carefully to the adults and are keen to learn new things. They are polite and friendly. Pupils try hard and usually persevere when working independently.
- However, some pupils do not make as much progress as they should when teachers' expectations are not well matched to their needs or teaching does not engage their interest. This sometimes leads to off-task behaviour such as general chatter and inattention.
- Work in some pupils' books is often untidy and, when teachers' expectations are not high enough, too many pupils do not take enough pride in the presentation of their work.
- Pupils report occasional incidents of poor behaviour, such as roughness and name-calling. School records suggest that these incidents are generally confined to pupils with identified behaviour difficulties.
- Overall, pupil behaviour has improved, especially in this academic year. Inappropriate behaviour incidents have reduced significantly from a high starting point when the academy opened. This is due to higher consistent expectations, the positive behaviour policy, support plans for individual pupils and the use of alternative provision.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Pupils have a good understanding of how to keep safe. Pupils recognise the potential dangers when using the internet and talk about how to avoid these problems.
- The school ensures that arrangements for pupils' safeguarding meet current requirements.
- Pupils are aware of different sorts of bullying, including cyber bullying, and say that bullying is rare. They express confidence that any concerns they have will be listened to and acted upon.
- Pupils enjoy taking on responsibilities to benefit the school community. For instance, play leaders and members of the School Community Council and the Learning Council value making the contributions they do.
- Leaders keep records and monitor patterns of absence well. Staff have worked with parents to encourage pupils to attend regularly and to come to school on time. Despite this, there is persistent absence of a small minority of pupils. Pupil attendance remains generally below average, although attendance figures show improvement over this academic year.
- Almost all parents who responded to the school's recent survey thought that their children are happy, safe and well looked after in the school.

The quality of teaching

requires improvement

- The quality of teaching over time has not been good enough to ensure that pupils make good or better progress. Nevertheless, teaching has improved since the Academy opened. The school's own observations and evidence from inspection show that teaching is improving, leading to improving pupil progress. However, weaknesses remain.
- Some teachers do not always set work in lessons that consistently helps pupils to build on what they

already know or adapt their teaching in the light of pupils' growing understanding. When this is the case, pupils, especially the most able, are not sufficiently challenged and do not make the progress they should.

- The quality of pupils' presentation and handwriting is variable. Some teachers do not have high enough expectations of neatness and legibility in pupils' books and do not consistently expect accurate spelling, punctuation and use of grammar in pupils' written work.
- However the improved teaching of reading and writing is raising pupils' standards. A new whole-school approach for the teaching of phonics (the sounds letters make) means that pupils are now quickly developing their skills in reading and writing. Pupils have opportunities to write for different purposes and are given opportunities to apply writing skills in a range of subjects. This consolidates their achievement.
- Pupils spoken to confirm that they want to learn and enjoy settling down to work, for the most part. They say that improvements in behaviour mean that there are now far fewer interruptions to their learning. When pupils are not wholly concentrating on their work, it is because explanations are not clear enough or work is not closely matched to their ability.
- Leaders' focus on improving the quality of assessment and day-to-day marking has resulted in improvements. Pupils' work is marked regularly and usually includes guidance for improvement. Pupils appreciate being able to judge their learning against success criteria for each piece of work and diligently make corrections and improvements in response to their teachers' comments. However, some teachers' advice is not precise enough to inform pupils exactly what they need to do to improve their work and, when this is the case, opportunities are missed and pupils' progress is not as good as it should be.
- Teachers are conscious that all groups of pupils need to speed up their progress. Most teachers now have higher expectations of learning and behaviour, and use good examples so pupils are clear about what they are learning and what they have to do to succeed. For example, in a Year 6 lesson, pupils used their reading skills of scanning and inference to find supporting evidence in order to write about the feelings of a given character from a fable. They then evaluated their work against expectations for successful writing and improved their work where necessary.
- In mathematics, a good emphasis is given to the development of basic numeracy skills and calculation. Pupils now regularly use and apply these skills in mathematics lessons to solve problems and to understand the relevance of mathematics to everyday life. However, they have insufficient opportunities to apply these skills in other subjects to deepen and consolidate their mathematical knowledge and understanding.
- Teaching assistants work closely with teachers. They make a valuable contribution to pupils' learning, particularly for those supported by the pupil premium and for disabled pupils and those who have special educational needs.

The achievement of pupils

requires improvement

- In 2014, standards at the end of Key Stage 1 were below those found nationally in reading and broadly as expected nationally in writing and mathematics. These results were, however, an improvement on standards in 2013.
- At the end of Key Stage 2, in 2014, pupils' progress required improvement in reading and mathematics. This was because pupils had not made expected levels of progress in previous years. Attainment was below average in both subjects. Pupils made good progress in writing to reach average standards.
- The number of most able pupils in 2014 was too low to reliably make judgements about their relative achievement.
- Most pupils who underachieved in the past are now making much faster progress. The school's own records, and the work seen by inspectors, show that an increasing proportion of pupils are now working at levels expected for their age in all subjects. The progress of current Year 2 and Year 6 pupils has accelerated, particularly in this academic year, and their achievement is showing a marked improvement to at least the levels expected for their age in reading, writing and mathematics. However, in some year groups, in Key Stage 2, progress is not as strong and previous underachievement has not yet been fully eradicated.
- Pupils' knowledge of phonics is now better than indicated by the Year 1 phonics screening check, where they scored below average in 2014. The school has improved the teaching of phonics and, from the evidence in books and from hearing children read, inspectors judged the proportion of pupils meeting the expected standard to be average or better.
- Older pupils are developing mature attitudes to reading. They select from a broad range of texts and understand the value of being able to read well. Their reading is accurate and fluent and they read with appropriate levels of understanding.
- The progress of disadvantaged pupils was similar to that of other pupils in the school in the 2014 tests for

Year 6 pupils. However, the attainment of disadvantaged pupils was almost five terms behind in writing, over two terms behind in mathematics and broadly similar in reading, when compared to other pupils in the school. Disadvantaged pupils were four terms behind in reading, three terms behind in writing and four terms behind in mathematics when compared to all pupils nationally. Disadvantaged pupils currently in the school are making progress that is similar to, or better than, that of their classmates and gaps in their attainment, when compared to other pupils in the school and nationally, are closing.

- Disabled pupils and those who have special educational needs, including those who attend alternative provision, pupils from minority ethnic backgrounds and pupils new to learning English have made good progress from their starting points because the school provides them with well-targeted support.

The early years provision

requires improvement

- Children's achievement requires improvement. From starting points that vary year on year but are typically below average for their age, most children make progress which is typical for this age group, but few make better than this. By the time children leave the early years, the proportion attaining a good level of development and are therefore well prepared for Year 1 at the end of Reception, is below the national average.
- The quality of teaching and of leadership and management requires improvement. Teachers and support staff work hard to provide opportunities to engage children in learning but these are not monitored consistently enough to ensure that each child is learning well.
- Improvements to the environment and provision in both Nursery and Reception and outdoors have improved children's enjoyment of learning. They are beginning to improve their early writing and number skills. However, when children are not working directly with an adult opportunities are sometimes missed to encourage them to write and read or to develop their number skills. Children with special educational needs make progress in their learning, in line with other children. They are carefully supported to make sure that their needs are met by caring staff.
- Children's behaviour and safety are good. Safeguarding arrangements for the children are secure. Relationships are positive and children know that they are valued as individuals. They are confident and respond well to the good examples of manners and courtesy set by staff. They tidy up after themselves and have settled down well in school. Occasionally, when learning is not closely matched to their interests or abilities, children's interest flags and they are less involved in their activities.
- There are good relationships with parents, who feel welcomed into school.

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	139247
Local authority	City of Bristol
Inspection number	449907

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Andrew Yates
Headteacher	Justin Vafadari
Date of previous school inspection	not previously inspected as an academy
Telephone number	01173773185
Fax number	01173773186
Email address	info@kingfisherschool.co.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 2015

