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Miss Victoria Bryan
Headteacher
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Dorset
BH11 9DG

Dear Miss Bryan

Requires improvement: monitoring inspection visit to Kinson Primary School

Following my visit to your school on 03 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the inspection in March 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent inspection. The school should take further action to:

- strengthen the school improvement plan by stating precisely how and when leaders, including governors, will check that the actions they are taking are improving pupils' achievement and progress
- ensure that expectations of writing in all subjects match those in English.

Evidence

During the inspection, I met with you, other senior and middle leaders, pupils, the Chair of the Governing Body, a representative of the local authority, and executive headteachers from the Septenary Trust to discuss the action taken since the last

inspection. Together with the head of school, we visited all classes and looked at pupils' work in their books. The school action plan was evaluated.

Context

Since the inspection, a new head of school has been appointed and is now in post. The head of school has a particular responsibility to improve teaching and learning. A pupil and parent support worker has also been appointed to work with pupils and their families. The governing body is holding discussions about the school becoming an academy as part of the Septenary Trust.

Main findings

Since the inspection you have wasted no time in tackling the areas identified in the report. You are checking and developing the quality of teaching with rigour. You have high expectations of the quality of teaching. By reviewing teachers' planning, visiting lessons and reviewing the work in pupils' books you have a clear understanding of the quality of teaching. You have swiftly tackled any underperformance through focused support and challenge. Pupils are making better progress as a result of these improvements in practice and higher expectations of both them and their teachers.

You have taken a number of steps to ensure that there is a clearer focus on pupils' achievement. You regularly and carefully check pupils' progress in reading, writing and mathematics in all year groups. Leaders follow up any concerns through pupil progress meetings and day-to-day monitoring. As a result, the school's most recent assessment information indicates significant improvement in pupils' achievement and progress since the inspection.

All leaders are fully involved in helping to improve pupils' achievement. However, the school improvement plan is not yet sharply focused on how and when leaders, including governors, will check that the actions they are taking are improving pupils' achievement and progress. Pupils have a greater understanding of what they are learning because they receive clearer and more helpful feedback from most teachers and act on this to improve their work. This good practice, however, is not consistent. The marking policy has been agreed by all teachers but they are not applying it evenly. The increased expectations of writing in English are not yet replicated in other subjects. Consequently, pupils are not yet able to express their knowledge and understanding equally successfully in their writing across all subjects.

Behaviour strategies that had been recently introduced at the time of the inspection in March 2015 have now had time to embed. Pupils are clear of expectations of behaviour, which are consistently implemented by staff, both in and outside of the classroom. As a result, pupils are keen to learn and enjoy achieving in their lessons. The school's records show incidents of poor behaviour have significantly reduced since the previous inspection.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school is working closely with the local authority and the Bournemouth Septenary Trust to support them in their determination to drive up standards. Specifically, they have been involved in supporting leaders with developing and strengthening the middle leadership of the school and improving ways to check how well pupils learn. This is enabling teachers to make sure that pupils learn increasingly well and build on any previous knowledge, understanding and skills that they have.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bournemouth.

Yours sincerely

Jen Southall
Her Majesty's Inspector