

Kingsfield Primary School

Burnsfield Street, Chatteris, Cambridgeshire PE16 6ET

Inspection dates

4–5 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders who are responsible for developing the curriculum and leading phases know what they have to do to make effective changes. However, they have not yet had sufficient time to make the necessary improvements.
- Although improving, the quality of teaching across the school is too variable. Some pupils are not effectively supported and do not achieve as well as they could.
- Teachers do not use assessment information well enough when they plan pupils' learning. Consequently, in some lessons, work is either too difficult or too easy.
- The most able pupils, including the most able disadvantaged, are not sufficiently challenged in lessons, so do not make the progress they are capable of.
- Pupils are not given sufficient opportunities to investigate and explore their work in subjects other than reading, writing and mathematics.
- Pupils do not use the skills they are learning in English and mathematics well enough to develop their learning in other subjects.

The school has the following strengths

- Leaders of the Active Learning Trust have been successful in establishing an effective governing body and a leadership team which has the right skills to secure improvement.
- The headteacher and deputy headteacher have acted quickly to improve the quality of teaching and assessment. As a result, pupils, especially in key stage 2, are making improved progress in reading, writing and mathematics.
- Leaders have made significant changes to the quality of the early years provision, leading to good outcomes for children.
- Pupils who have special educational needs and/or disabilities are making good progress because their needs are understood and met well.
- Pupils have responded well to the reward system leaders have introduced into the school. As a result, the vast majority of pupils are motivated, behave well and have positive attitudes towards learning.

Full report

What does the school need to do to improve further?

- With the support of the trust, ensure that the transition to the new leadership structure is effective so that the current improvements are sustained and further developed.
- Increase the impact of subject and phase leaders by:
 - improving the use of assessment to track pupils' progress and identify what needs to improve so that pupils are taught to a high standard across the curriculum
 - providing more opportunities for pupils to develop their skills and explain their understanding in subjects other than reading, writing and mathematics
 - ensuring that they monitor teaching and learning in their subject areas, so they know what is working well and what further improvements need to be made.
- Improve the quality of teaching and learning so that pupils in all classes make good progress and achieve well by ensuring that teachers:
 - use assessment information effectively in lessons to match work to pupil needs
 - provide more challenge for the most able pupils
 - share and learn from the good practice across the school.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since September 2016, leaders of the Active Learning Trust have worked to establish a senior leadership team with the skills and abilities to bring about improvements to the quality of teaching and pupils' outcomes. It is too early to see the impact of all the changes made.
- The new headteacher has put the spark back into Kingsfield Primary School. Along with effective leadership from the deputy head and a range of support from the Active Learning Trust, she has made significant inroads into improving the quality of education at the school, particularly in physical education (PE), the early years and in reading, writing and mathematics across the school.
- Subject and phase leaders are newly appointed this academic year, and are still developing into their roles. They have not yet had time to make enough improvements across all subjects.
- This year, senior leaders have put in place performance management procedures to hold staff to account for the quality of their work. As yet, the checks on teaching in all subjects are not well enough established to ensure that pupils benefit from good-quality teaching across the curriculum.
- In addressing historic underachievement, leaders have boosted the commitment and enthusiasm of staff. Staff demonstrated their overwhelming support for the leadership of the school in their responses to the Ofsted questionnaire.
- The leadership of provision for pupils who have special educational needs and/or disabilities is effective. Leaders spend the allocated funds on appropriate resources and staffing expertise to ensure that pupils receive the help they need. Pupils who have special educational needs and/or disabilities are making good progress and are included in all aspects of school life.
- Leaders have used the physical education and sport premium effectively to improve teaching and to provide additional learning opportunities. Pupils enjoy participating in after-school and lunchtime clubs, and the number of pupils taking part has increased over the last year. The lunchtime clubs in particular have had a positive impact on pupil behaviour. Because pupils are engaged in good-quality physical activity at playtimes, they return to their lessons calm and ready to learn.
- Leaders carefully spend the pupil premium grant to ensure that the academic and the social and emotional needs of disadvantaged pupils are met. The inclusion leader has implemented a clear action plan to address the barriers to learning pupils face with precise allocations of funding. As a result, disadvantaged pupils make the same, or more rapid, progress than other pupils in school and the difference between their attainment and that of others nationally is narrowing.
- Spiritual, moral, social and cultural education is taught well. Pupils' social awareness is raised through activities which enable them to understand more about the wider world, for example fundraising for local charities. Pupils are encouraged to be kind and to help each other. This is having a positive impact on their cooperation in lessons, their respectful behaviour towards each other and their awareness of fundamental British

values.

- Leaders have improved the partnership with parents through the Parent Forum and, most recently, the Parents' Partnership. Parents take an increasingly active role in supporting the development of the school. A small minority of parents feel that they are not communicated with well and are uneasy about the continuing changes to leadership. Most parents who responded to the Ofsted questionnaire, Parent View, and those who were spoken to during the inspection, agreed that standards and the quality of the school and its leadership have improved recently. They are confident that their children are happy at school.

Governance of the school

- The Active Learning Trust undertook a review of governance and governors responded effectively to the recommendations made. As a result, governors are well informed about the school and have a good understanding of their roles and responsibilities. They are holding leaders more rigorously to account for the quality of teaching and its impact on pupils' outcomes.
- Governors have developed a good understanding of the school's strengths and weaknesses. They have gained this through better understanding leaders' evaluation of the school's work. They know the next steps necessary to make continued improvements and have plans in place to monitor how well these are being achieved.
- The governing body has a good overview of the school's finances. Along with school leaders, they ensure that performance-related pay is allocated appropriately, checking that teachers have met the targets they have been set before pay rises are given.

Safeguarding

- The arrangements for safeguarding are effective. Staff receive regular training in essential elements of keeping pupils safe and new staff have a clear induction programme. Staff understand school safeguarding procedures and know what to look for and how to raise any concerns they may have about pupils' safety and well-being. Policies are up to date, reflect the latest guidance, and are adhered to in daily practice by staff.
- However, leaders and governors have not routinely checked safeguarding record-keeping. This lack of quality assurance means that although concerns were reported and acted on in a timely manner, information had not been appropriately kept together so that leaders understood if concerns built over time. This was remedied during the inspection.
- The headteacher has created an atmosphere in the school where staff show care and consideration for pupils and their feelings. Pupils' safety and well-being are core elements of the work of all staff. Leaders are developing an ethos in which both adults and children can safely thrive.

Quality of teaching, learning and assessment

Requires improvement

- Although the quality of teaching is improving, it is still too variable across the school. In classes where teaching is not improving quickly, pupils do not make the progress they should because their needs are not well enough understood and met.
- In lessons where pupils learn less well, particularly in key stage 1, they do not have enough time to use and develop the new skills and knowledge they are taught, so do not extend their understanding sufficiently well to move on in their learning.
- Some teachers do not sufficiently challenge pupils in lessons. When this happens, pupils are not expected to talk about what they are learning or to consider how they can improve their work. Where teachers follow leaders' expectations for giving feedback to pupils about their learning, pupils are helped to overcome any misconceptions and move on well.
- In subjects other than reading, writing and mathematics, teachers ensure that pupils develop an understanding of the subject they are learning about. However, they do not give them sufficient opportunities to investigate and develop more independent approaches to their learning.
- Senior leaders have implemented systems to closely track the progress that individuals and groups of pupils are making in reading, writing and mathematics. Leaders support teachers to review the progress of the pupils in their classes. Where teaching is most effective, teachers use this assessment information to plan work that is well matched to pupils' needs so they make increasingly good progress.
- Teachers consider carefully how to help disadvantaged pupils overcome the barriers to their learning. In addition to whole-class teaching, personalised interventions are carefully planned to help pupils gain the skills and knowledge they need to catch up.
- New senior leaders have improved the standards of teaching across the school. Staff are responding to the rigorous support senior leaders and the trust are providing. The most effective teachers use their good subject knowledge to engage pupils in interesting lessons that build their understanding effectively.
- Support staff have a clear understanding of their role. When provided with the information they need to help the pupils they work with, teaching assistants provide effective guidance which enables pupils to understand and improve their learning.
- Teachers provide homework in line with the agreed policy. Most pupils are keen to complete their homework because it is linked to the system of rewards. Pupils who find completing homework difficult are well supported through homework club.

Personal development, behaviour and welfare

Good

Personal development and welfare

- Motivation, cooperation and independence are at the heart of leaders' expectations of pupils' behaviour. Leaders have introduced the 'Kingsfield code', which has made clear the expectation that pupils are involved in, and take responsibility for, their own work. As a result, most pupils are active in seeking answers and are more engaged in their learning.
- Older pupils volunteer in the early years, supporting children to develop their play and

cooperation skills. Consequently, the younger pupils have role models they can aspire to and the older pupils develop an increased sense of responsibility.

- Teachers interweave learning about 'staying safe' throughout the curriculum. For example, Year 5 pupils produced persuasive text on the safe use of the World Wide Web. Pupils develop a vigilant approach to staying safe and are knowledgeable about how to keep themselves safe online.
- Pupils are encouraged to think beyond themselves and to support the local and wider community through the school council and the promotion of British values. The school regularly raises money for charities, voted for by the pupils, and as a result, pupils have a strong understanding of democracy and of respect for others.
- Pupils have positive attitudes to being active and living a healthy life. Specialist teachers provide a range of PE lessons and clubs, which have led to increased participation. Displays in the school encourage pupils to make healthy eating choices and lunch menus are colour coded to support pupils in making an appropriately varied choice.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities particularly benefit from interventions that take place in the school's 'kites' provision. Pupils use the skills they learn in these sessions to support their learning in the classroom. This helps them to become happier, more motivated and confident learners.
- A small number of parents expressed concerns about bullying. Inspectors found that leaders are taking effective action to address these concerns. The number of reported behaviour incidents, including bullying, is significantly reducing and pupils report that adults listen to them and resolve their worries quickly.

Behaviour

- The behaviour of pupils is good. Leaders have implemented new systems to ensure that parents and pupils understand the benefits of good attendance. Staff take prompt action to follow up pupils' lateness and absence. As a result, the proportion of disadvantaged pupils and of those who have special educational needs and/or disabilities who are persistently absent has reduced considerably. Both are now close to the national average.
- Pupils walk around the building sensibly and safely. Staff consistently reinforce expected behaviours and pupils are respectful of each other and responsive to adult instructions.
- Staff provide a range of activities for pupils to participate in at playtime. Pupils are active, safe and helped to improve their cooperation and sharing skills. The use of specialist PE coaches to lead lunchtime clubs has led to a reduction in incidents of poor behaviour and pupils return from playtimes happy and ready to learn.
- Most pupils have responded well to the range of rewards leaders have introduced to improve behaviour. Leaders have introduced higher expectations of pupils and, as a result, pupils engage more positively in learning and are kind and supportive of each other.
- Most staff and teaching assistants are calm and positively reinforce the expectations of behaviour, leading to low-level disruption being quickly defused. Nonetheless, low-level

disruption still exists in a few lessons. This limits the progress of a small minority of pupils.

Outcomes for pupils

Requires improvement

- The school has experienced a period of change and instability, which has affected pupils' attainment and progress. In 2016, attainment at the end of key stage 1 and key stage 2 was below the national average and, even with the improvements leaders have made to the quality of teaching, outcomes for pupils in reading and writing are still below national standards.
- Since September, new leaders have secured improved progress in reading, writing and mathematics. However, this is not consistent in all classes or year groups and pupils in key stage 1 still have wide gaps in their knowledge.
- Most-able pupils, including the most able disadvantaged pupils, are not challenged sufficiently to promote their learning. In some lessons, they are given work that is too easy for them and teachers do not plan extension tasks to stretch their knowledge and understanding.
- The quality of work seen in pupils' books demonstrates some improvement in their learning and progress over time. Nonetheless, this is still inconsistent across the school. Pupils' spelling, grammar and punctuation skills have improved and are developing well. They are beginning to use their writing skills across the curriculum.
- Outcomes in mathematics at the end of key stage 2 are much improved. Pupils have made rapid progress, which is clearly demonstrated in their books. This has resulted in attainment at the end of this key stage being in line with the 2017 initial national data.
- Pupils do not transfer the knowledge and skills they learn in reading, writing and mathematics well enough to other subjects. For example, when learning about adjectives in English, pupils could not explain when they would use descriptive words to improve their topic writing.
- Outcomes for disadvantaged pupils in key stage 1 are below those achieved by their peers and by other pupils nationally. Leaders are working to diminish this by ensuring that pupils have access to high-quality interventions that improve their reading, writing and mathematical skills. As disadvantaged pupils move through the school, the difference between their progress and attainment and that of other pupils nationally diminishes and, in some cases, it exceeds the national averages.
- Pupils who have special educational needs and/or disabilities make progress in line with that of other pupils with the same starting points. Leaders identify individual needs quickly and then support the planning of precise interventions which specifically match the needs of individual pupils. A bespoke learning environment and programme, 'kites', adds to the support pupils receive and they make good progress.
- The school has a close working relationship with the local secondary school. Leaders work together to plan a range of opportunities for pupils to experience the next stage of their education so they are well prepared to move on.

Early years provision

Good

- A significant amount of support has been provided by the trust to rapidly improve the provision in the Nursery and Reception classes. The proportion of children achieving a good level of development at the end of the early years has improved from below the national average to well above it.
- The early years leader has a clear understanding of where children are in their learning and development. Teachers use assessment effectively to identify children's needs and match learning activities to them well. As a result, all children, including children who are disadvantaged or who have special educational needs and/or disabilities, make increasingly rapid progress.
- Children learn well across the areas of learning and develop good early mathematical and writing skills. This ensures that they have a positive start to their schooling and prepares them well for the next stage in their education.
- Children use their phonic skills appropriately to sound out unfamiliar words, then use their knowledge of sounds to read and write unfamiliar words. This is especially the case for the most able children, who are helped to deepen their skills through effective questioning. Consequently, children make rapid progress in reading.
- Class teachers set high expectations of children's behaviour and children respond well. Staff use a range of strategies to ensure that low-level off-task behaviour does not impact on the learning of others. Due to these warm and supportive relationships, children are happy, secure and prepared to 'have a go' at activities. They develop good levels of confidence as learners and play safely and responsibly.
- Children's social, emotional, spiritual and cultural development is promoted well through a variety of 'real life experiences'. For example, children are taught how to behave in a range of situations, such as role playing going to the cinema.
- Staff have developed positive relationships with parents. Parents are regular visitors and take an active role in their child's learning and development. Parents whose children have special educational needs and/or disabilities are given additional support when their children prepare to move to the next stage of their education. As a result, parents are overwhelmingly positive about the support they and their children receive.
- The outside learning area in the nursery has a wide range of provision and activities to engage children and encourage discovery and exploration. The activities hold the children's interests and support the development of listening, concentration and attention skills. Generally, children develop their own learning, with support from adults to help extend their understanding. In some instances, however, adults' questioning is so intense that children do not have time to develop their responses and understanding.
- The Nursery and Reception settings are safe caring environments. All adults take part in ongoing training and adhere to the school's safeguarding procedures and systems. As a result, the youngest children in the school are safe and well cared for.

School details

Unique reference number	140888
Local authority	Cambridgeshire
Inspection number	10026121

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

Type of school	Nursery and Primary School
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Julie Robson
Headteacher	Mrs Anne Robertson
Telephone number	01354 692323
Website	www.kingsfieldprimary.co.uk
Email address	head@kingsfield.cambs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school converted to academy status in July 2014. It is a sponsored academy with The Active Learning Trust.
- The current headteacher took up an interim post in September 2016. The trust have appointed a substantive headteacher who will officially take up her role in September 2017. The deputy headteacher and other middle leaders are also new to their roles this academic year.
- The school is larger than most primary schools and has a registered pre-school under the same governance.
- The school does not meet the 2016 government's floor standards for attainment and

progress.

- The school's population is very stable with few pupils leaving or joining through the school year.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The number of pupils who are eligible for support through the pupil premium funding is above average.

Information about this inspection

- Inspectors observed teaching and learning in all classes, including in the associated pre-school.
- Pupils from a range of year groups read to inspectors and talked about their books.
- Inspectors scrutinised pupils' written work in English, mathematics and topic books. They also analysed information about the progress that pupils are currently making and their attainment. Prior to inspection, the lead inspector considered published information about pupils' attainment and progress in relation to all pupils nationally.
- Inspectors observed pupils' behaviour in lessons, during playtime and at lunchtime. They spoke to pupils during their lessons, as well as in organised groups.
- Inspectors met with the headteacher, the deputy headteacher, leaders from the trust, subject leaders and leaders responsible for different key stages. Inspectors held discussions with newly qualified teachers and staff responsible for administration, safeguarding and child protection.
- Inspectors considered information provided by the school leaders relating to governance, wider school support and challenge, and the leaders' own evaluation of the school's strengths and weaknesses.
- Inspectors looked at a range of leaders' documentation, including policies, self-evaluation and school development planning and the school website.
- Inspectors spoke to parents at the beginning and end of the school day, took into account 29 responses to the Ofsted free-text system and 41 responses to Ofsted's online questionnaire, Parent View. The opinions of 63 staff members were also taken into account.

Inspection team

Kerry Grubb-Moore, lead inspector	Her Majesty's Inspector
Shân Oswald	Ofsted Inspector
Janet Tomkins	Ofsted Inspector

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