

Kingswood Parks Primary School

School Lane, Kingswood, Hull HU7 3JQ

Inspection dates

11–12 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	Require 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.

- Hampered by significant staff turnover over time, the pace of school improvement has been too slow.
- From their starting points, pupils in key stage 2 do not make good progress. By the end of Year 6, pupils do not reach the standards they are capable of achieving. Too few reach the higher levels of attainment.
- The quality of teaching in key stage 2 is not consistently good. Teachers' expectations of what pupils can achieve are not high enough. The targets set for pupils' achievement are not ambitious. Pupils, particularly the most able, are not fully challenged in their learning.
- Pupils do not apply their basic literacy skills accurately, particularly when writing in other subjects.
- Leaders' monitoring does not focus sharply enough on the impact teaching has on pupils' learning. They do not ensure that teachers make effective use of assessment information to plan work to accelerate pupils' progress quickly.
- Not all subject leaders are sufficiently involved in improving teaching and learning in their areas of responsibility.
- Despite the school's best efforts, a small but significant number of pupils miss too much school and this limits their progress over time.
- Governors and leaders of the academy trust are not checking closely enough that the actions leaders take to make improvements have the impact they should to raise outcomes for pupils.

The school has the following strengths

- Children make a flying start to their education in the early years because provision is good. They are prepared well for Year 1.
- Pupils make good progress in key stage 1 because teaching is effective in these classes.
- Pupils who have special educational needs and/or disabilities receive good support and make good progress from their starting points.
- Disadvantaged pupils receive effective support in their learning and personal development. Typically, their progress is good.
- Pupils' behaviour is good and they develop good attitudes to learning. Pupils say that they enjoy school and feel safe and well looked after.

Full report

What does the school need to do to improve further?

- Improve teaching so that pupils' progress accelerates more rapidly, particularly at key stage 2, by ensuring that:
 - pupils have work that challenges them appropriately, particularly the most able
 - teachers have higher expectations of what pupils should achieve based on their various starting points
 - pupils apply their basic literacy skills of spelling, grammar and punctuation more accurately, particularly when they write in other subjects
 - teaching assistants are deployed to maximum effect throughout each lesson.
- Strengthen leadership and management by ensuring that:
 - the monitoring of teaching by all leaders, including subject leaders, is sharply focused on checking that all pupils make at least good progress from their starting points
 - teachers use the assessment information that leaders collate to plan pupils' learning more effectively
 - more ambitious targets are set for pupils and teachers, especially to increase the proportion of pupils working at greater depth throughout the school
 - senior leaders, including governors, hold teachers and teaching assistants to account robustly for the progress that pupils make in their classes
 - leaders, including governors and members of the academy trust, check closely that the actions taken to make improvements are swift and effective in raising pupils' achievement in all subjects.
- Improve the attendance of the few pupils who are regularly absent from school.

Inspection judgements

The effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because they have not ensured that pupils' achievement is good at key stage 2. Since the school was established three years ago, high staff turnover has hampered the pace of school improvement. The school's view of its performance is overly positive.
- Since joining the school, both the principal and associate principal have made a strong start on the most urgent improvement priorities to secure good progress for pupils at the end of Year 6. Astute appointments and rigorous procedures to track pupils' progress have identified where teaching needs strengthening to help pupils make up ground from previous weak teaching. Their actions have been effective at key stage 1 and in the early years, but not sufficiently so at key stage 2.
- With the ongoing changes in leadership in the last two years, senior leaders, including governors and the academy trust, have not been able to drive school improvement strongly. Staffing is stabilising and there is now an expectation, both from staff and governors, that nothing less than good teaching is acceptable. Leaders are fostering strong teamwork; staff morale is generally strong.
- Staff have access to good training opportunities to improve their practice. Performance management procedures are applied rigorously. Staff know the targets that have been agreed for each class and that any pay awards will be linked to achieving pupils' progress targets. However, the targets set for pupils are not ambitious enough to secure higher outcomes, especially among the most able pupils.
- Senior leaders monitor pupils' progress closely and meet with teachers to plan additional support where any pupils are not achieving as well as they should. Subject leaders are not all as involved as they might be in improving teaching in their areas of responsibility. Many are new to the school or to their roles this year and have not had sufficient time to have a good impact on raising standards at key stage 2.
- The school provides a rich and broad curriculum to engage pupils' interests effectively. Subjects are linked so that pupils can make better make sense of their learning. With a greater emphasis on reading, writing and number skills this year, pupils are beginning to make faster progress. They enjoy discussing their ideas and reflect, for example, on how best to cost a school trip to get value for money. However, opportunities to deepen pupils' understanding by posing more-challenging questions that require them to apply what they know in new situations are sometimes overlooked.
- Pupils' spiritual, moral, social and cultural development is promoted well. Leaders provide extensive opportunities to broaden pupils' experiences and their understanding of life in the local area and globally. 'Hull City of Culture' year has been embraced through numerous events, including meeting local artists, sharing their aspirations and learning about how famous Hull people, like William Wilberforce and others, have shaped society over time. Music and sport are popular and extend opportunities for pupils to broaden their skills.
- The primary school physical education (PE) and sports funding is used well to increase teachers' skills in providing a wider range of sporting activities and for specialist instructors to work with pupils in school and at competitive events. Pupils were very

proud of their success in the 'mini-Olympics' that took place during the inspection. They enjoy many sports clubs and know that 'sport keeps you fit and healthy'.

- Leaders use additional funding received for pupils who have special educational needs and/or disabilities to provide suitable resources and extra staffing. These pupils benefit from personalised support to help them make good progress. The funding for supporting disadvantaged pupils is also used well to increase staffing levels and target relevant support for individual pupils, and they achieve well. The school is committed to tackling any inequality but does not ensure that the most able pupils reach their full potential.
- The academy trust provides effective support, for example to improve provision for early years, reading and mathematics. It also provides staff and governors with relevant training to improve the school. However, the trust has not ensured more rapid progress for pupils at key stage 2.
- A few parents expressed concerns about the many changes to leadership and staffing in the last two years. A few feel they are not always listened to by staff and that incidents of bullying are not addressed effectively. The inspectors found the school's procedures to address bullying robust and that leaders are willing to listen to parents' concerns.

Governance of the school

- Governors are supportive and keen for all pupils to do well. They are using their skills effectively to lead developments and to check the quality of teaching and pupils' progress regularly. However, they have not been as vigilant as they need to be in checking that the actions leaders take to make improvements are effective.
- Governors are supporting the new leadership team in taking hard decisions in tackling weaker teaching and ensuring that pay awards are linked to teachers' performance. They support school staff well and recognise the difficulties presented by staff mobility. They know about the training that staff receive to improve their practice. They take care when appointing new staff and persevere to find the right candidates.
- Governors know that the pupil premium spending is helping these pupils to make good progress. They ensure that all the school's finances are managed appropriately.
- The governing body receives regular reports from the principal and raises pertinent questions. Governors visit the school to check provision for themselves, for example to speak to leaders and to gather pupils' views. They recognise that they have not held school leaders to account stringently regarding pupil progress at key stage 2 this year.
- Governors are actively involved in checking pupils' attendance figures and accept that despite their best efforts, persistent absence of some pupils remains a challenge.
- Governors take their safeguarding responsibilities seriously and carry out regular checks. They ensure that the school's systems are fit for purpose.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff undertake regular training to familiarise themselves with their duty of care responsibilities. They are well versed in the school's procedures to keep pupils safe and know to take prompt action if they have any concerns. Systems to check the suitability of

adults who work with pupils are thorough and all policies are now up to date.

- Leaders ensure that the curriculum addresses safety issues and gives pupils guidance on how to assess risk and to stay safe. They involve outside agencies to provide pupils with extra information, such as online safety, which is shared with parents regularly.
- Leaders maintain very detailed and confidential records. They follow up any concerns about child protection and involve outside agencies when appropriate. Leaders offer effective support to pupils and families to quickly address any welfare issues that may arise. Pupils' attendance is monitored rigorously. Staff take prompt action where pupils do not arrive and the school has not received any message from parents about their child's absence.
- Incidents of bullying are rare and any that do occur are recorded fully and dealt with appropriately. The school encourages pupils to talk about any worries they may have in order to reduce any potential issues.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not consistently good enough to ensure that pupils make good progress at key stage 2. The tasks that teachers set do not always challenge pupils sufficiently to build strongly upon their previous learning. This means that some pupils, especially the most able, do not make the progress they are capable of in reading, writing and mathematics.
- The work that teachers give to the most able pupils, including those from disadvantaged backgrounds, is sometimes too easy and does not extend their knowledge, skills and understanding sufficiently to achieve higher outcomes. While teachers do sometimes plan tasks to present extra challenge, pupils often only move on to these after they have completed the work set for the whole class, and this limits their progress.
- Although the basic literacy skills are taught effectively, teachers do not insist that pupils apply their spelling, grammar and punctuation accurately in all the written work they produce, especially when writing in other subjects. Careless errors go unchecked and so persist in subsequent work. Expectations are not high enough for pupils to check work before they submit it and respond to any feedback teachers provide through marking.
- Occasionally, teachers do not stimulate a real enjoyment of learning by making the most of pupils' willingness to learn. This sometimes leads to a lack of engagement and slower progress.
- Teaching assistants are not always deployed to maximum effect during all parts of the lesson to support better outcomes for all pupils. They are more effective when they work with specific groups or individual pupils who need to catch up or those who have special educational needs and/or disabilities.
- The teaching of phonics is good to enable pupils in Year 1 to reach the required standards. Children make a good start in the early years, where teachers build upon children's early learning and help them to use what they know in their reading and writing. A regular and consistent approach to improving pupils' comprehension skills is being established. Pupils throughout the school say that they enjoy reading. Those in key stage 2 classes say that they enjoy talking about characters and plots in reading sessions where teachers ask questions that make them think about the texts and discuss new

vocabulary to use in their own stories.

- In mathematics, although there is still some variation, teachers are now developing pupils' reasoning and depth of understanding more fully. They are bridging any gaps in pupils' knowledge, for example number facts, which have not been previously promoted strongly as pupils have moved through the school. The most able pupils enjoy the challenges set for them, particularly word problems that require them to think logically.
- Staff promote good relationships and praise pupils' efforts. Teachers ask relevant and often probing questions that make pupils think and reason answers. They build effectively on pupils' answers but fall short of challenging the most able sufficiently.
- Teachers encourage pupils to share their ideas with each other to extend their understanding. They address any misconceptions pupils may have and clarify any misunderstanding. They make sure that pupils know what they are learning about and what they should achieve in each lesson.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pastoral care is effective in supporting pupils' social and emotional development; pupils develop confidence and self-worth in an environment where they know they are safe and well looked after.
- Pupils are encouraged to take on responsibilities such as representing their classmates on the school council and their school in local events and competitions. They are proud of their school and speak well of their teachers and other staff. As one pupil explained, 'It's good in school because it is important to learn about things and help each other.' Older pupils help younger ones at breaktimes and lunchtimes. Pupils say that they enjoy taking part in musical events, trips and visits, which all benefit their social development.
- Pupils talk sensibly about the different forms of bullying and say that the teachers will deal with any concerns, including those that might arise from using technology. Pupils say that bullying is rare in school and that staff deal with any incidents that do happen.
- Pupils know about the values of respect and tolerance and how to demonstrate them. They say that it is important for people to try to get on with each other regardless of differences, because, 'We all want to be liked and it is unkind to treat people differently just because they speak another language or come from other parts of the world.'

Behaviour

- The behaviour of pupils is good. Pupils understand the need for rules and explained the school's rewards and sanctions systems very clearly. They say that the rules are fair and that, 'Teachers do give you chances to be good.'
- Most pupils listen attentively in lessons and try their best even when work is less challenging. Occasional lapses do occur among a few pupils who find it difficult to maintain good behaviour, but most staff manage such incidents calmly and consistently.
- The breakfast club provides pupils with a healthy start to the day and encourages them

to be punctual for school. Pupils enjoy this time to socialise with each other and seek support with school work if they wish.

- Pupils spoken to during the inspection talked with interest about their learning. Their attitudes to learning are positive and most recognise that school is important, as one explained, 'if you want a good job in the future'.
- The attendance of most pupils is good. However, despite the school's efforts to promote good attendance, a few pupils miss too much school and this hinders their progress.

Outcomes for pupils

Requires improvement

- The good start that children make in the early years is maintained well through key stage 1, but is not built upon sufficiently well as pupils move through key stage 2. Inconsistencies in the quality of teaching mean that pupils do not make consistently good progress overall.
- In Year 6 in 2016, an above-average proportion of pupils reached the standards expected for their age overall, in reading, writing and mathematics. However, from their previous starting points in Year 3, this did not represent good progress, particularly in reading and mathematics. Too few pupils reached the higher levels of attainment in these subjects. Currently in Year 6, despite better progress this year due to stronger teaching, outcomes are similar. Pupils are not as well prepared for secondary school as they could be.
- Not enough of the most able pupils, including those from disadvantaged backgrounds, reach their full potential. In 2016, a below-average proportion reached greater depth in mathematical understanding at the end of Year 2 and Year 6. Pupils do not make consistently strong progress in acquiring higher-order reading and comprehension skills and well-structured writing. Targets for these pupils are not high enough, particularly in key stage 2. Leaders do not check the learning of this group of pupils sharply enough to ensure that a consistent level of challenge is provided in lessons.
- The school's information and work in pupils' books show that, currently, most pupils across key stage 2 are making at least expected progress. An increasing proportion are beginning to work at greater depth in reading, writing and mathematics. However, progress is patchy. Repeated changes in teachers in some classes since the school opened has impacted on pupils' achievement over time.
- Over time, the performance of pupils from disadvantaged backgrounds has improved in the school. Support for them is good and they generally make good progress. In many cases, they make better progress than their classmates because of the extra help they receive. These pupils are performing as well as non-disadvantaged pupils nationally. The proportion working at greater depth is not as high as found nationally. Like other pupils in the school, they are not challenged sufficiently in their learning.
- In key stage 1, outcomes are good. At the end of Year 2, all pupils are making at least expected progress and a many are doing better than this. Teaching is consistently stronger here and has been more stable.
- Pupils who have special educational needs and/or disabilities achieve well from their starting points. Overall, progress is good and often better than their classmates at key stage 2. This is largely due to the quality of support they receive, particularly when they

work one-to-one with staff.

Early years provision

Good

- Children start in the nursery with skills that are broadly typical for their age. They make a good start to their education in the early years because teaching is consistently good. They enter an environment where activities hold their interest and strong relationships make them feel safe and secure in their learning and play. Expectations of the most able could be higher as some are capable of achieving more. Overall, children make good progress to reach levels that now are above those nationally at the end of their Reception Year and are prepared well for Year 1.
- Good leadership and effective teamwork in the early years ensure that children make good progress. Arrangements help children settle when they start in the nursery. Staff check how well children are doing closely and share information about children's learning with parents regularly so that parents can help their children at home.
- Good teaching, particularly in children's early reading, writing and number skills, provides a good grounding for their basic skills in preparation for key stage 1. Staff plan interesting tasks that stimulate learning well and provide a suitable balance between tasks that are led by adults and those that children choose for themselves. All groups of children, including those who have special educational needs and/or disabilities or who are disadvantaged, make good progress.
- Staff promote children's curiosity well and encourage them to ask questions and explore their ideas by prompting them to try activities that are new to them. Children generally are more engaged when staff work with them, but most are happy to initiate their own activities and work with each other sensibly. As one child explained, 'We can make a bigger, better model if we do it together', as they played with construction blocks.
- The teaching of phonics is a strength. As staff know children well, they make sure that activities are at the right level for each group to achieve successfully. Children enjoy the challenges they are set to recall new sounds they have learned and 'tricky words' that help them read and write stories and rhymes that extend their skills.
- Children behave well and safely because they know what their teachers expect. They play their part in tidying up and follow instructions well. Children confidently decide what they will do and share resources with each other sensibly.
- Welfare and safeguarding arrangements are good. The outside areas are checked regularly for safety and children are supervised well so accidents are rare.

School details

Unique reference number	140275
Local authority	Kingston upon Hull City of
Inspection number	10031933

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Judith Gooding
Principal	Helen Miller
Telephone number	01482 427870
Website	www.kingswoodparks.co.uk
Email address	admin@kingswoodparks.hull.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- Kingswood Parks Primary was established as a new school in September 2014.
- The school is a member of the North Carr Collaborative Academies Trust.
- This is a larger than average-sized primary school.
- The children in the pre-school nursery attend part time until they enter the Reception classes.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.

- The proportion of disadvantaged pupils supported through the pupil premium is below average.
- The school has had a high number of staff changes, including the principal, since the previous inspection. An interim principal was in post for the two terms prior to the current principal's appointment.
- The current principal and associate principal both joined the school in September 2016.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club for pupils each morning.

Information about this inspection

- Inspectors observed teaching throughout the school, including numerous shared observations with the principal and the associate principal. In addition, the inspectors scrutinised pupils' workbooks and listened to them read.
- Meetings were held with pupils, three governors, the principal, senior and middle leaders and subject leaders. The inspectors also had a meeting with a representative from the academy trust.
- Inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, current data on pupils' progress, and planning and monitoring documentation. Financial management was reviewed, including the spending of funding for disadvantaged pupils and primary school PE and sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors reviewed 76 responses to the online questionnaire, Parent View. The views of a number of parents the inspectors spoke to during the inspection were also considered, as well as the views of the 78 parents who submitted text messages to Ofsted.
- The inspectors also took account of the 22 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school. Ofsted received only one pupil response, which was taken into account.

Inspection team

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Susan Twaits	Ofsted Inspector
Lee Haynes	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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