

Kinson Primary School

School Lane, Kinson, Bournemouth, Dorset BH11 9DG

Inspection dates

5–6 December 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders, including governors, have failed to halt a decline in the quality of teaching. As a result, outcomes at the end of key 2 are unacceptably low in English and mathematics.
- Leaders do not have the capacity to improve the quality of teaching. The checks that leaders make on teaching, learning and assessment are not effective.
- Teachers do not have the knowledge and skills to teach across a range of subjects.
- The school's curriculum is weak, poorly planned and does not prepare pupils for life in modern Britain.
- When planning work in mathematics, teachers do not consider what pupils can already do. This results in pupils spending too much time completing work that does not meet their needs.
- The outside area in the early years does not promote children's learning.
- Teachers' expectations of pupils are too low.
- Pupils make slow progress in writing. This is because pupils' mistakes are not addressed, and teachers have weak subject knowledge.
- Pupils do not make adequate progress in reading. Too often, pupils are reading books that do not develop their skills or enthuse them to develop a love of reading.
- Leaders have not ensured that additional funding which the school receives to support disadvantaged pupils and those with special educational needs and/or disabilities (SEND) has been used effectively.
- Leaders do not make effective use of the additional funding for physical education (PE) and sport.
- Leaders have not ensured that disadvantaged pupils attend school regularly enough.

The school has the following strengths

- External support has brought much-needed stability. There is now a better understanding of what needs to be done and decisive action has been taken to start to bring about improvement.
- Teaching in the early years ensures that children are prepared for Year 1.
- The school's arrangements to keep children safe are effective.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - securing a sustainable, long-term solution for the senior leadership of the school
 - providing a curriculum that enables pupils to develop their knowledge, skills and understanding across a range of subjects
 - establishing effective systems for monitoring and evaluating the quality of teaching across the school
 - establishing a governance structure that is able to fulfil all of its statutory duties and provide effective strategic oversight of the school's performance
 - ensuring that additional funding for disadvantaged pupils, for sport and for pupils with SEND is used effectively
 - providing middle and senior leaders with the skills required so that they have a thorough understanding of their roles and responsibilities to drive school improvement.
- Improve the quality of teaching, learning and assessment, and ensure that all pupils make good progress by:
 - raising teachers' expectations of what all pupils are capable of
 - making sure teachers plan learning activities that meet the needs of pupils with different abilities
 - equipping teachers with the skills and subject knowledge to teach a range of subjects well
 - ensuring that pupils read books that are matched to their ability, promoting a love of reading
 - providing training for teachers to improve their use of assessment.
- Improve pupils' personal development, behaviour and welfare by:
 - raising pupils' rates of attendance so that no groups of pupils are hampered by poor attendance
 - ensuring that pupils' confidence and self-esteem are raised so that they take greater pride in their work
 - developing pupils' spiritual, moral, social and cultural (SMSC) understanding so that they are well prepared for life in modern Britain.

- Improve provision in the early years by:
 - ensuring that the outside learning provision is fit for purpose
 - providing more challenging learning experiences for the most able children.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspectors strongly recommend that the school should not seek to appoint newly qualified teachers until further notice.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The effectiveness of leadership and management is inadequate because senior leaders and governors have failed to address serious deficiencies in pupils' achievement and the quality of teaching, particularly in key stage 2. More recently, there has been staffing turbulence at senior leadership level. As a result, governors have secured external support from a local academy trust (Ambitions Academies Trust) to support the principal. However, it is too early to see the impact of these interventions on outcomes for pupils.
- Many of the leaders, including senior leaders, do not have the skills to improve the quality of teaching. However, new arrangements for the leadership of English and mathematics were introduced by the academy trust this year with the intention of ensuring that the leaders develop the necessary skills and understanding of how to be effective in their roles.
- Leaders are over reliant on external support to halt the decline in school standards and raise achievement. Leaders' observations of learning do not focus in sufficient detail on the progress that different groups of pupils make. This is because teaching staff are not aware of the different pupil groups that they teach and of their relative starting points.
- Leaders' actions have not improved the poor attendance rates for disadvantaged pupils who are persistently absent. Despite the actions of leaders and the family support worker, this pattern of low attendance has not improved sufficiently.
- Leaders' and governors' monitoring of the impact of the use of additional funding for disadvantaged pupils and pupils with SEND is non-existent. Leaders are not able to demonstrate the impact of the funding because it is not monitored or evaluated sufficiently. In some cases, staff are not aware of who is eligible for funding. In the past, both disadvantaged pupils and pupils with SEND have made inadequate progress in English and mathematics. This continues to be a significant weakness for current pupils.
- The additional funding for PE and sport is not used effectively. Leaders are not monitoring and evaluating the impact of this funding. During the inspection, inspectors observed weak teaching of PE as a direct result of poor staff professional development.
- The school's curriculum is unbalanced and poorly taught. Pupils do not get the opportunity to study a broad range of subjects to a good depth. Pupils told inspectors that they often complete extra English and mathematics learning in the afternoon instead of other lessons such as computing. Therefore, pupils' knowledge, skills and understanding of computing is limited. In addition, the quality of teaching and current pupils' outcomes is particularly weak in science, geography, history and religious education (RE) across the school.
- Leaders do not promote pupils' understanding of SMSC well. Pupils do not learn enough about different religions or culture. They have a limited understanding of life in modern Britain and told inspectors that they would relish further opportunities to be able to broaden their experiences.

- There is insufficient internal capacity in the school to be able to make the necessary improvements without support.
- Parents who responded to Parent View, and those parents who inspectors met during the inspection, feel that the school has started to show signs of improvement since the start of the academic year.

Governance of the school

- Over time, governors have not provided sufficient challenge to leaders. Governors have not sought external verification. Minutes from governing body meetings show that governors too often accepted the information that they were provided with. Information provided by leaders did not inform governors of the problems facing the school. As a result, they have not been able to prevent the deterioration in teaching and in pupils' achievement.
- Governors have failed to hold school leaders to account for how additional funding has been used to improve the progress made by disadvantaged pupils and pupils with SEND. They have also failed to ensure that the additional funding for PE and sport has been used effectively.
- Governors have not ensured that appraisal systems have been used effectively to improve the performance of senior leaders. They have relied too heavily on inaccurate information to inform their decisions.
- Governors were not aware that the school website is not compliant. More needs to be done to ensure that all required information is published and is accurate. For example, performance information published by the school was not a true reflection of actual pupils' outcomes.
- Governors recently secured effective external support and are pursuing a permanent arrangement for the leadership of the school.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that pupils are looked after well and that processes are effective. Appropriate checks are made on all adults who want to work in the school. During the inspection, there was an omission from the school's record of checks on the suitability of adults to work with pupils. This was rectified before inspectors left the school.
- All staff are up to date with safeguarding training, including recent changes made to the guidance for keeping children safe in education. They are aware of the signs and symptoms to look out for to ensure that pupils in their care are safe. Several groups of pupils told inspectors that they feel safe in school and know what to do if they have any concerns.

Quality of teaching, learning and assessment

Inadequate

- Teaching is inadequate. It does not meet the different needs and abilities of pupils. As a result, too few pupils make the progress they should, particularly in English and mathematics. Consequently, by the end of key stage 2, many pupils cannot read, write

or apply their mathematical understanding at the standards expected for their age.

- As a result of a poorly designed curriculum, the progress that pupils make in developing their knowledge, understanding and skills in subjects other than English or mathematics is weak. This means that they are not well prepared for the next stage of their education.
- Teachers do not have the required subject knowledge to teach effectively. Staff also report that they are not confident in teaching a range of subjects across the curriculum. Work in current pupils' books and discussions with pupils confirm this.
- Teachers' feedback to pupils is not effective in supporting pupils to make improvements to their work. This is because, on too many occasions, feedback provided to pupils is not accurate.
- Teachers do not routinely check pupils' knowledge and understanding carefully enough. This means that work does not build on what pupils already know, can do and understand. This frequently results in work being too easy, particularly in mathematics. As a result, pupils do not develop their knowledge, understanding or skills as quickly as they should.
- Teachers' expectations for all pupils, including the most able pupils, are not high enough. The work seen in books shows that pupils spend too much time covering work that provides little or no challenge. This leads to pupils having low expectations and, consequently, the presentation of pupils' work is often poor.
- Pupils in key stage 1 do not read books that help develop their reading skills. This is because pupils are not supported or guided in selecting reading books that are suitable for their ability. Furthermore, pupils in key stage 2 do not read widely or often. They told inspectors that the books that they read from school do not enthuse them. This does not allow pupils to develop a love of reading.
- Teachers do not provide disadvantaged pupils and pupils with SEND with the support they require to overcome barriers to their learning.
- Pupils make good progress in their phonics. Teachers use a range of materials to meet the different needs of pupils. However, the progress of pupils who have strong phonics knowledge is poor. This is because teachers and teaching assistants do not recognise when pupils are ready for the next stage of their development.
- Relationships between staff and pupils are positive. Pupils are keen to listen carefully to teachers and are eager to respond to questions.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is because teachers have low expectations of what pupils can achieve and do not encourage them to produce work to the standards of which they are capable. As a result, many pupils do not have positive attitudes to learning, and lack pride in their work. This lack of pride impedes pupils' self-esteem and, in turn, their confidence.

- Pupils have limited opportunities to develop their spiritual, moral, social and cultural learning. The poorly-planned curriculum does not provide enough opportunities for pupils to make progress in these areas. Furthermore, pupils were unable to share any knowledge or understanding of other faiths with inspectors.
- Pupils report that bullying used to happen regularly in the school. They report that it is now rare because of the introduction of 'Bullying Ambassadors' and specific lessons on managing bullying. Leaders' records confirm a decline in incidents and exclusions.
- Since September, a wider range of leadership roles is available to older pupils. For example, they can act as prefects and house captains. Pupils say they enjoy their leadership responsibilities and carry out their roles diligently.
- Pupils know how to keep themselves healthy. The food that the school provides for them encourages pupils to lead a healthy lifestyle.
- Pupils understand how to stay safe and what actions to take if they feel at risk. They know how to stay safe when using the internet and understand the importance of not disclosing personal information while online.
- The views of parents who responded to Parent View, and those parents that inspectors spoke with at the school gate, confirm that their children feel safe and well cared for at school. One view that replicates many is, 'The school feels like it is moving in the right direction now.'

Behaviour

- The behaviour of pupils requires improvement. This is because pupils' rates of absence have been too high. Although improved in recent years, absence rates for pupils who are persistently absent remain high, particularly for disadvantaged pupils. Too many pupils do not make sufficient progress in their learning because they do not attend school regularly enough. Current pupils' attendance rates are still low.
- Most pupils behave well in lessons. Pupils listen attentively and work well independently or in groups, sharing ideas and listening to each other's views. The vast majority of pupils apply themselves productively to their work, even when learning is not well matched to their needs.
- Outdoor supervision is well managed to ensure that pupils play well together. Pupils say that they enjoy social times and that they have a range of resources to ensure that time with their friends is a pleasurable experience.

Outcomes for pupils

Inadequate

- Pupils' progress and attainment in key stage 2 have been significantly below the national average since 2015, with no signs of improvement with current pupils. The progress made by pupils from their different starting points in reading, writing and mathematics has been consistently below that made by pupils nationally. There is no evidence that current key stage 2 pupils' progress is improving.
- Over time, at the end of key stage 1, pupils achieve more closely to the national averages in reading, writing and mathematics. However, this is from starting points that are similar to the national picture. Once pupils leave the Reception class, their

progress starts to weaken as they move through the school.

- Scrutiny of current pupils' work in reading, writing and mathematics across both key stages 1 and 2, shows that pupils' progress continues to be weak.
- In both key stages 1 and 2, the most able pupils are not challenged sufficiently. They are frequently given the same tasks and activities to complete as their peers. Teachers' expectations are too low, and pupils are not encouraged or expected to deepen their thinking and learning. As a result, the standards that the most able pupils reach have remained below the national average over a prolonged period of time.
- Pupils' writing and mathematics skills are not developed well across the curriculum. This is because pupils are not given opportunities to develop their skills further. Where pupils have been given the opportunities, standards are poor. Long-standing errors in spelling and punctuation are often repeated and seen across a range of subjects.
- In both key stages 1 and 2, current pupils' progress in other subjects, such as science, geography, history, PE and RE, is inadequate. Teachers do not possess the teaching skills to be able to ensure that pupils are making strong progress. The poor sequencing of lessons does not enable pupils to develop their knowledge, skills and understanding.
- Leaders' current performance information demonstrates that disadvantaged pupils and pupils with SEND from across the school continue to make considerably less progress from their starting points in reading, writing and mathematics than other pupils in the school.
- In 2017 and 2018, the proportion of pupils reaching the expected standard for the phonics check at the end of Year 1 was above the national average. However, pupils who enter key stage 1 with strong phonics knowledge are not able to use and apply this well. This reduces their progress in early reading and writing skills.

Early years provision

Requires improvement

- The early years leader has an accurate view of the provision's strengths and weaknesses. She recognises that children's developments are hampered by the limited opportunities for them to learn outside. Nevertheless, she has been resolute in her efforts to develop the outside area so that it will facilitate children's learning.
- The vast majority of children enter the Reception class with knowledge, skills and abilities that are below those typical for their age. However, because of effective teaching, the proportion of children achieving a good level of development has been above the national average since 2015. As a result, children are prepared effectively for key stage 1.
- Children have a range of exciting activities to choose from and adults support them well. Children learn with an adult and use what they have learned and apply it in a role-play activity with their peers. This approach has been successful. The early years teacher checks children's learning regularly. She uses what she knows about each child to inform her next steps. However, the most able children are not consistently challenged to make good progress or achieve their developmental milestones more quickly.
- Disadvantaged children and children with SEND make similar progress to that of other children in the class. This is because teachers and supporting adults know the children

and ensure that activities match their abilities and interests.

- Children enjoy working and playing together. They behave well and develop good relationships with each other and adults. As a result of well-planned transition arrangements, children learn school routines quickly, which helps them to settle and gain confidence. During the inspection, children were confident to come and talk to inspectors and demonstrate their phonics knowledge by reading inspectors' names from their identification cards.
- The early years teacher has established trusting relationships with parents. Parents regularly support and contribute to their child's ongoing development by completing 'wow' moments that capture children's achievements outside of school. Termly workshops provide parents with information about how they can support their children's learning at home, and parents report that they value these sessions.
- All statutory welfare and safeguarding requirements are met.

School details

Unique reference number	142431
Local authority	Bournemouth
Inspection number	10053487

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	Board of trustees
Chair	Rachael Clarke
Principal	Michele Lawson
Telephone number	01202 572 713
Website	www.kinsonprimary.co.uk
Email address	michelle.lawson@kinsonprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Kinson Primary School converted to an academy in January 2016 and is a member of Bournemouth Septenary Trust. In September 2018, leaders made the decision to leave the trust and have submitted proposals to join Ambitions Academies Trust.
- The majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who are known to be eligible for free school meals is in line with the national average.
- The proportion of pupils with SEND or who are supported by an education, health and care plan, or statement of special educational needs is above average.

Information about this inspection

- Inspectors observed learning in lessons across the school. Some observations were undertaken jointly with senior leaders. Inspectors also observed pupils' behaviour around the school and at breaktimes and lunchtimes. An inspector also visited the breakfast and after-school club provision.
- Meetings were held with the external support headteacher, principal and senior leaders, including phase leaders, the person responsible for safeguarding, and the leader with responsibility for pupils with SEND.
- The lead inspector held a meeting with the chair of the governing body.
- Inspectors spoke with pupils informally during their breaktimes and lunchtimes and in class. They also held a more formal discussion and listened to groups of pupils read.
- Inspectors examined a range of documentation provided by the school, including minutes of meetings of the governing body, the school's self-evaluation document, the school's improvement plan and documentation relating to the safeguarding of pupils.
- Inspectors examined a sample of pupils' books from across the school jointly with the principal and senior leaders.
- Inspectors spoke with parents as they brought their children to school in the morning. They also considered 25 responses to the Ofsted online survey, Parent View, and the 16 responses to the staff survey. There were no responses to the pupil survey.

Inspection team

Matt Middlemore, lead inspector	Her Majesty's Inspector
Hester Millsop	Ofsted Inspector
Paul Williams	Her Majesty's 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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