

Kingsfleet Primary School

Ferry Road, Felixstowe, Suffolk IP11 9LY

Inspection dates

6–7 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher have ensured that teaching is effective, particularly in English and mathematics. As a result, current pupils are making good progress.
- Pupils enjoy their learning in this supportive, vibrant and purposeful school community. They enjoy excellent and productive relationships with their teachers and with each other. Pupils engage enthusiastically in the wide range of activities that take place throughout the school's broad curriculum.
- Pupils behave well. They support each other in their learning and are keen to find out new things and share ideas. They work hard and keep trying if they find something difficult.
- The school promotes pupils' personal development and welfare effectively. Pupils show respect for others and demonstrate maturity and self-confidence. They are, and feel, safe at the school.
- The early years provision is well led and prepares most to make a strong start to key stage 1. Children usually develop their social skills, knowledge and resilience well.
- Most pupils achieve well by the end of key stage 1, because teachers plan activities that enable pupils to make good progress in many subjects, and particularly in reading and mathematics.
- Significant improvements in the effectiveness of teaching, learning and assessment over time are ensuring that, overall, current key stage 2 pupils are making good progress. This is particularly so in reading and in mathematics.
- Teachers use questioning well to identify which pupils need more help, and which are ready to broaden or deepen their learning. Teachers develop pupils' thinking skills by encouraging them to discuss and debate ideas and issues.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. Typically, these pupils make good progress from their individual starting points as a result.
- Some recently appointed subject leaders do not have a clear enough understanding of standards within their areas of responsibility. This makes it hard for them to gauge the extent of progress being made in areas that need improving.
- Work in subjects other than English and mathematics is too variable in developing pupils' subject-specific skills and encouraging them to think hard.
- Too many pupils make careless mistakes in their spelling and use of punctuation and grammar. This sometimes limits the clarity of their written work.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leaders and managers by ensuring that subject leaders:
 - develop a full understanding of the effectiveness of the school’s work within their respective areas of responsibility
 - use this understanding to monitor progress towards development priorities and set appropriate objectives for further improvement.
- Raise achievement throughout the school by ensuring that all pupils:
 - spell and use punctuation and grammar with accuracy
 - complete appropriately challenging work and develop subject-specific skills in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school's previous inspection, senior leaders and governors have taken determined and decisive action that has improved standards. This is particularly in respect of provision for key stage 2 pupils and for those who are disadvantaged. As a result, teaching is enabling current pupils to make good progress in most subjects.
- Leaders have maintained a calm, caring and cohesive school community, in which all are valued. Staff and pupils show an evident enjoyment in working and learning together. From an early age, pupils are encouraged to work hard and aim high. They rise to the challenge.
- The headteacher has made sure that teachers and teaching assistants benefit from high-quality training and support. She and other senior leaders set high expectations. All staff share these and work to refine and improve their classroom practice. Teachers and teaching assistants work together effectively.
- Leaders monitor pupils' progress carefully, particularly in English and mathematics, and hold teachers accountable for it. Leaders ensure that they make checks that confirm the accuracy of teachers' assessment of pupils' work.
- Since the previous inspection, leaders and governors have improved the support that staff give disadvantaged pupils. Leaders have used research evidence to find the best means to remove any barriers to individuals' learning. Leaders monitor these pupils' progress carefully. They provide timely help when pupils fall behind that helps them to catch up.
- Leaders ensure that staff identify the needs of pupils with SEND and understand what it is they need to do in order to meet them. Most are making good progress from their individual starting points as a result.
- Leaders act swiftly if their monitoring indicates that a pupil's attendance is starting to decline. Leaders provide support for pupils and for parents and carers that promotes improvement. Parents understand the impact of low attendance on their children's learning, because leaders make this clear. As a result of this work, attendance is high.
- Parents are very positive about the school. Many parents chose to make positive comments via Ofsted's Parent View questionnaire. Parents said that they appreciate how well teachers know and care for their children, who enjoy coming to school.
- Leaders use sport premium funding to help train teachers, who ensure that pupils experience a wide range of sporting activities, including cross-country, tag rugby, swimming, hockey and netball. Pupils also benefit from the expertise of visiting sports specialists and investment in high-quality play equipment.
- Pupils are being well prepared for life in modern Britain. They learn to respect those with different lifestyles, backgrounds or beliefs, because teachers promote tolerance, discussion and debate.
- The school makes a positive contribution to pupils' spiritual, moral, social and cultural development. They gain an understanding of different religious faiths and an understanding of right and wrong from the operation of the school's behaviour policy.

- The school's broad curriculum ensures that pupils are often taught to think clearly, including through philosophy lessons. Teaching in English and mathematics deepens pupils' knowledge and promotes their enjoyment of learning. However, the extent to which teaching in subjects other than English and mathematics develops pupils subject-specific skills and encourages them to think hard is too variable.
- Some recently appointed middle leaders have set appropriate improvement priorities but have yet to establish systems that fully capture the extent to which they are meeting these. This limits their ability to evaluate standards rigorously and to set precise targets for further improvement based on that analysis.

Governance of the school

- Governors have a clear understanding of the school's main strengths and weaknesses. Different members of the governing body are responsible for monitoring specific aspects of the school's work. This helps enable governors to ask leaders challenging questions that hold them to account.
- Governors have prioritised improvements where these have been most necessary, such as in the teaching of writing and the school's provision for disadvantaged pupils. Since the previous inspection, governors have worked with senior leaders and the local authority to ensure that leaders use funding to remove barriers to these pupils' learning. Governors check disadvantaged pupils' progress carefully.
- Governors ensure that their own training needs are met, so that, for example, they gain a secure understanding of safeguarding and other issues that might be prejudicial to pupils' well-being. Governors understand the risks of 'county lines' activity, for example. They ensure that the curriculum gives pupils an understanding of risks before they are likely to encounter them.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors carry out all necessary checks to ensure that staff are suitable to work with children before they are employed. The school's single central record meets all statutory requirements.
- Staff benefit from well-targeted and regularly updated training which enables them to identify possible indications that a pupil is vulnerable. Safeguarding records show that staff follow the clear procedures to report any concerns.
- The headteacher has ensured that child protection records are accurately kept. They are used to make timely and appropriate decisions about how to respond when a pupil needs help. Staff liaise with external agencies so that pupils receive the support they need and work tenaciously to ensure this when necessary.

Quality of teaching, learning and assessment

Good

- Teaching enables pupils to make good progress. Teachers know pupils well. They use their understanding of what individuals know and can do to plan activities that help them take the next steps in their learning, particularly in English and mathematics.

Teachers often use high-level and subject-specific language that helps to develop pupils' vocabulary.

- Teachers have strong subject knowledge. They also have a secure grasp of how pupils learn, remember things and develop their understanding. Teachers use questioning to establish pupils' misconceptions and when individuals are ready to move on. When pupils make a mistake, teachers ascertain at which stage in their thinking it occurred. They ask questions that prompt pupils to think more clearly and correct it.
- Pupils are willing to try different problem-solving techniques or to edit and improve their work, because teachers encourage this. Pupils are also willing to tell their teachers if they are not sure, and to keep trying when they encounter difficulty.
- Teachers and teaching assistants have a secure understanding of how to teach phonics. Younger pupils learn the sounds that letters represent quickly and become able to decode unfamiliar words.
- Pupils develop their reading skills well as they move up the school. Older pupils often read challenging texts with confidence, fluency and expression. They can draw inferences from text and consider why an author has used particular words or literary devices.
- Teachers are developing pupils' extended writing skills, ensuring that they plan their writing carefully and review, edit and re-draft it before completing it. Older pupils, in particular, complete well-structured, imaginative and compelling writing in English, for example.
- The teaching of mathematics is helping to develop pupils' mathematics skills well. Pupils also gain a deeper understanding of the mathematical principles behind the calculations that they use. They use what they know to complete problem-solving and reasoning work.
- Teachers do not consistently ensure that pupils, particularly those with high potential, think hard and fully develop their subject-specific skills in subjects other than English and mathematics.
- Teachers regularly correct errors in pupils' spelling, punctuation and grammar but, too often, these continue. This is particularly the case in older pupils' work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Teachers help pupils to understand how to learn effectively. This builds their confidence and resilience. Pupils value the positive relationships they have with staff and with each other.
- Pupils told inspectors that there is little, if any, bullying in the school and that staff are quick to sort out any issues when they do occur. All pupils who spoke with inspectors said that they always feel safe at the school and would have someone to speak with if they had a concern.
- Pupils demonstrate a real enjoyment in their work and during social times. They are

highly articulate, welcoming to visitors and very willing to talk about what they are learning.

- Teachers are encouraging pupils to take more care with the presentation of their work and the accuracy with which they spell, punctuate and use grammar. Most are responding and making efforts to improve in both respects.
- Pupils show tolerance and respect for those who have different lifestyles and beliefs. Instances of racism or of homophobia are almost unknown.
- Pupils develop a secure understanding of a range of different risks and how they can recognise and minimise these. Through the curriculum, they learn how to stay safe online and to recognise 'toxic relationships', for example.

Behaviour

- The behaviour of pupils is good. Leaders and teachers have high expectations and pupils respond to them readily. There are very few serious incidents of misbehaviour.
- Pupils get down to work quickly and with a positive attitude. They try hard, including when they find their work challenging. Leaders encourage pupils to be resilient, to share their ideas and to learn from their mistakes.
- During social times, pupils socialise companionably and enjoy participating in a wide range of activities. They tidy up after each other and treat the school's site with respect.
- Pupils concentrate for lengthy periods well. They listen respectfully to each other and their teachers. Pupils support each other in their learning, because their discussions help them to refine their thinking.
- Overall, pupils' attendance is above the national average. The proportion of pupils who are persistently absent is below the national average. Disadvantaged pupils' attendance is high. Leaders monitor individuals' attendance carefully and provide effective support to help those whose attendance is low to attend school more regularly.
- On a very small and declining number of occasions, when work is not engaging or is insufficiently challenging, a few pupils talk over the teacher and drift off task.

Outcomes for pupils

Good

- In 2017 at key stage 2, pupils made too little progress and their attainment was below the national average. In 2018, pupils' progress in reading and mathematics improved significantly and was in line with the national average. Their attainment in reading was particularly strong. Pupils' progress and attainment in writing was less secure. Current key stage 2 pupils are making good progress overall in each of reading, writing and mathematics.
- In 2017 and 2018, the proportion of pupils in key stage 1 achieving the expected standard in each of reading, writing and mathematics was above the national average. In 2018, this was also true of the proportion achieving greater depth in each subject. Current key stage 1 pupils are making similarly strong progress.
- In 2018, too few disadvantaged pupils made good progress. Observations of pupils'

learning and scrutiny of their work in books indicate that current disadvantaged pupils are making similar progress to others who have the same starting points. This is supported by the school's monitoring information.

- Pupils with SEND make good progress from their individual starting points, because their needs are identified when they join the school and staff are enabled to meet their needs by the training they receive.
- Some pupils make too many spelling errors and do not use punctuation and grammar as accurately as they should.
- Pupils who have high potential are making good progress in English and mathematics. In other subjects, the degree to which tasks require them to think hard is too inconsistent. This limits the amount of progress that some pupils can make.
- Overall, pupils develop good knowledge in subjects other than English and mathematics, but sometimes pupils do not develop the subject-specific skills as strongly as they might.

Early years provision

Good

- Many children start school with skills and abilities that are below what is typical for their age. The early years leader makes accurate initial assessments of what individuals can and cannot do. She uses this information to plan activities that promote children's early development well.
- Children demonstrate an evident enjoyment of learning within a safe and attractive environment. Teachers help to enlarge children's vocabulary by talking with them about their work, the activities they have engaged in and the places they have been.
- Teachers are alert to children who start Reception with a limited vocabulary. Teachers ensure that an adult reads with these children regularly. Children start developing their understanding of phonics quickly, and how to blend sounds together. This aids the development of their literacy skills.
- Children are motivated to speak, to draw and to start to write, because teachers plan tasks that capture their imagination. During the inspection, children enjoyed being read to about aliens and talked excitedly about the story. Afterwards, they were eager to draw aliens, talk about their characteristics and build rocket ships using blocks. Teachers' careful explanations and questioning help children to maintain their focus.
- Children start to develop their early number skills well during Reception. They can count from one to 10 and recognise, name and draw a range of different shapes, for example. They are enthusiastic about numeracy work and remain so in Year 1.
- By engaging in these and other activities, children develop skills such as turn-taking, problem-solving and team work. Teachers enable children to develop their independence by allowing them to work out how to do things by themselves. This builds their resilience and their understanding of the world around them.
- Behaviour in the early years is good. Children follow instructions quickly because they listen to their teachers carefully. They get used to working by themselves or in small groups for extended periods of time and overcoming difficulties without becoming frustrated or distracted. This ensures that they become effective learners who are

ready for Year 1.

- The early years leader keeps detailed records of each child's progress across all areas of learning and uses these to help plan activities that will help them to move forward. This, together with effective teaching, ensures that children engage in a variety of suitably challenging activities.
- In 2018, the proportion of children who achieved a good level of development was in line with the national average. Current children are also making good progress overall.

School details

Unique reference number	124627
Local authority	Suffolk
Inspection number	10053177

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Steve Backhouse
Headteacher	Kyrsty Beattie
Telephone number	01394 277897
Website	www.kingsfleetps.onesuffolk.net/
Email address	admin@kingsfleet.suffolk.gov.uk
Date of previous inspection	21 February 2018

Information about this school

- This school is a smaller-than-average-sized primary school.
- Most pupils are White British. The proportion of pupils who are from ethnic minority backgrounds or who speak English as an additional language is below that nationally.
- The proportion of pupils who are disadvantaged is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching and learning over time, including through visits to a large number of lessons and scrutiny of work in pupils' books.
- Inspectors looked at a range of the school's documents, including assessment information. Inspectors checked documentation concerned with the safer recruitment of staff and volunteers, including the school's single central record.
- Meetings were held with leaders, governors, a representative of the local authority and pupils.
- Inspectors talked to pupils about their work and considered the views of pupils, parents and staff about the school.
- Inspectors considered 57 responses to Parent View, Ofsted's online questionnaire, and the 21 free-text responses that were received.
- Inspectors took account of the 12 responses to Ofsted's staff survey.

Inspection team

Jason Howard, lead inspector	Her Majesty's Inspector
David Milligan	Ofsted Inspector
Steve Mellors	Her Majesty's Inspector

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