

# Inspection of Kingfisher Community Primary School

Kingfisher Drive, Princes Park, Walderslade, Chatham, Kent ME5 7NX

---

Inspection dates: 11–12 September 2019

## **Overall effectiveness**

**Good**

---

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this school?**

Pupils told us that they enjoy their learning and life at school. They say that teachers challenge them and encourage them to do well. Learning is interesting and pupils are keen to do their best. The school expects every pupil to do exceptionally well.

Kingfisher is a friendly school. Pupils get on well and respect each other. During the inspection, pupils' behaviour in all parts of the school was exceptionally good. Pupils say that if anyone misbehaves, teachers are very good at dealing with it. Pupils respond very well to the diamond system of rewards, which they value highly.

Pupils are well supervised throughout the school day and there is always someone to talk to if they have a worry. They say there are no incidents of bullying and they feel safe at school. Behaviour and past bullying incidents have been handled by leaders and staff very well. There have been marked improvements in these areas since the last inspection.

Most pupils take part in at least one club each week. They are physically active every day and there are lots of opportunities to participate in games at breaktimes and lunchtimes.

## **What does the school do well and what does it need to do better?**

The multi-academy trust (MAT) and school leaders have significantly improved the quality of education since the last inspection. They have high aspirations for all pupils, which are shared by the staff.

Leaders are knowledgeable and have planned the curriculum thoughtfully. The MAT has supported leaders and teachers exceptionally well, ensuring that teachers have the skills and strong subject knowledge to teach effectively. The curriculum is well organised so that pupils can remember, and build on, their learning. For example, in science, pupils remember how to make a test fair. They make very good progress through the curriculum. In 2019, pupils' attainment in reading, writing and mathematics was above the national average at both key stages 1 and 2.

In French and design technology, the clear sequence of learning is not as effectively taught. Pupils' progress and memory of what they have learned are not as strong.

Leaders give high priority to the teaching of early reading. From the start of Reception, pupils quickly grasp phonics. Pupils are well supported and very few fall behind. Staff read pupils engaging stories, which help them enjoy reading. The books pupils read are well matched to their phonics skills. The school motivates pupils to read often.

Teachers have a secure knowledge of mathematics and teach it well. Leaders have set out what to teach and when, so that pupils build up their understanding over

time. Teachers are good at spotting, and quickly supporting, pupils who may be struggling. For example, as they go around the class, teachers notice which pupils have not grasped new concepts. They draw the class together to go over something again. As a result, pupils enjoy learning mathematics and achieve very well.

Teachers know the pupils very well and provide well for the range of abilities. They support pupils with special educational needs and/or disabilities (SEND) very effectively. They plan next steps in learning carefully and they keep a close eye on how well these pupils are doing. They tailor additional support to meet individuals' needs, so that these pupils are not left behind.

Pupils develop resilience, confidence and the ability to be independent at Kingfisher. The MAT's values drive this. The 'wide horizons' curriculum, which offers rich experiences, prepares pupils to become responsible, articulate citizens in the world. For example, pupils' involvement in their own parliament enables them to develop leadership skills and have a say in the direction of the school. They are committed to the school's values. The school provides a range of festivals and cultural experiences. These support pupils' sense of respect and their understanding of how people can be different.

The early years provides a stimulating environment. The curriculum is broad and well planned. Children are engaged and quickly become confident and independent. From the start, children learn to play together, take turns and share equipment while playing. Behaviour is very well managed; routines and a calm atmosphere are quickly established. Teachers use their observations of what the children know and can do to plan their next steps carefully. Teachers pay very close attention to children's different needs and stages of development. Children quickly gain skills in early reading and mathematics and achieve highly in all areas of learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff give priority to the safety of pupils. They are sensitive to pupils' needs and are vigilant in spotting indications that a pupil may be at risk of harm. They quickly refer concerns to the designated safeguarding leaders (DSLs).

DSLs are suitably trained and regularly train staff. They work effectively with outside agencies, ensuring that vulnerable pupils and their families receive appropriate support.

Leaders know the risks pupils face and they teach pupils about them. For example, following a historical incident of online bullying, the school has invited local police community support officers to give regular talks about cyber bullying.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have put in place clear plans designed to ensure progression in learning through all subjects. These have been implemented very effectively in a number of subjects. However, leaders' stringent checks show that pupils' subject-specific skills and knowledge are not as well developed in French, design technology and computing as they are in other subjects. Plans that have been thoughtfully developed should be fully implemented in these subjects, so that pupils' learning and achievement are equally strong across the curriculum. Leaders need to ensure that pupils' learning is sufficiently consolidated to enable them to achieve the high standards intended.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

### Further information

You can search for [published performance information](#) about the school.

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.

## School details

|                                            |                                                                    |
|--------------------------------------------|--------------------------------------------------------------------|
| <b>Unique reference number</b>             | 139927                                                             |
| <b>Local authority</b>                     | Medway                                                             |
| <b>Inspection number</b>                   | 10111135                                                           |
| <b>Type of school</b>                      | Primary                                                            |
| <b>School category</b>                     | Sponsored academy                                                  |
| <b>Age range of pupils</b>                 | 3 to 11                                                            |
| <b>Gender of pupils</b>                    | Mixed                                                              |
| <b>Number of pupils on the school roll</b> | 207                                                                |
| <b>Appropriate authority</b>               | Board of trustees                                                  |
| <b>Chair of trust</b>                      | Trevor Edinborough                                                 |
| <b>Executive headteacher</b>               | Janey Denton                                                       |
| <b>Website</b>                             | <a href="http://www.kingfisher-gst.org">www.kingfisher-gst.org</a> |
| <b>Date of previous inspection</b>         | 4–5 July 2017                                                      |

## Information about this school

- The school was last inspected under section 5 of the Education Act 2005 on 4–5 July 2017. A monitoring visit was carried out by one of Her Majesty’s Inspectors on 5 October 2018.
- The school is a member of the Griffin Schools Trust. The board of trustees are responsible for the school and hold it to account. The school’s work is also overseen by a local governing body, which reports to the board of trustees.
- The school works in collaboration with other schools in the trust and is routinely supported by a MAT director of education.
- The school has a nursery, which admits 3-year-olds.
- The school provides a breakfast club, which formed part of this inspection.
- The school has a higher than average proportion of pupils eligible for free school meals.
- There has been a higher than average increase in the percentage of pupils with special educational needs with an education, health and care plan between 2017 and 2018.

## **Information about this inspection**

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the executive headteacher, head of school, senior and middle leaders, including the special educational needs coordinator (SENCo), the chief executive officer and a director of education from the MAT with responsibility for the school, the chair of the local governing body and the chair of the MAT's trust board.
- We focused deeply on reading, mathematics, physical education and art. When we focused on these subjects, we held discussions with senior leaders and subject leaders with responsibility for those subjects, undertook observations of teaching, including the support given to pupils with SEND, looked at pupils' work, and held discussions with pupils and teachers. We also considered pupils' learning in other subjects.
- We inspected safeguarding by reviewing the arrangements for pre-appointment checks carried out by the school, including the single central record. We spoke to staff about their understanding and training in relation to their safeguarding responsibilities. We held discussions with the school's designated safeguarding leaders, and reviewed case files and records held, including records of staff training.
- We held discussions with parents at the beginning and end of the school day. We considered the 36 responses to Parent View, Ofsted's online questionnaire, and the 36 free-text comments.
- We considered the 16 responses to Ofsted's staff survey and held discussions with staff about their work.
- We considered the 42 responses to Ofsted's pupil survey.

## **Inspection team**

Peter Wibroe, lead inspector

Ofsted Inspector

Teresa Davies

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019