

# Inspection of a good school: Kings Meadow Primary School and Early Years Education Centre

Meadow Lane, Ainsdale, Southport, Merseyside PR8 3RS

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Inspection dates:

8–9 October 2019

## **Outcome**

Kings Meadow Primary School and Early Years Education Centre continues to be a good school.

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

Pupils told me that they enjoy school because they learn really interesting things and have good teachers. They enjoy reading and being awarded the special toy bears, Frida Book and Rida Book. Many pupils said that mathematics is their favourite subject. In a recent school questionnaire, almost all pupils said that they enjoyed mathematics. Children in Reception enjoy lessons with 'Philosophy Bear' where they think about feelings and emotions.

Pupils know that the headteacher and all the staff want them to be as successful as possible. Nobody is held up or left behind.

Pupils talked excitedly about how much they enjoy trips such as to Chester and York. Older pupils look forward to residential visits to an outdoor adventure centre where they can try new sports and activities.

All the pupils I spoke to agreed that Kings Meadow does not tolerate bullying. Speaking for many, one pupil said, 'If there is any sort of bullying, teachers sort it out in a flash.' Pupils commented that lessons are very rarely slowed down because of someone misbehaving. This means that everyone feels safe and able to learn.

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

The governors, headteacher and staff are ambitious for the children in their care. Leaders have designed a curriculum which prepares pupils very well for secondary school. It also encourages enterprise skills and develops resilience for the future. Wherever possible, teachers plan trips and visits to make learning come alive. Pupils have very positive attitudes to their learning.

Leaders have created an open and supportive culture in school. Staff feel that leaders encourage them to be innovative.

Kings Meadow accurately describes itself as a 'reading school'. All staff share the view that learning to read is the first, most important skill for pupils to master. Children begin to learn about phonics as soon as they start school so that they can begin to read for themselves. There are enticing books in every classroom. Pupils read every day and enjoy hearing the expert reading of their teachers. Teachers are very clear about how well pupils need to progress from Reception to Year 6. Staff teach pupils how to become critical and confident readers.

Mathematics and science are taught well. The school is the science hub for the Southport Learning Partnership. The subject leader for mathematics strives for excellence. The emphasis on mental mathematics, arithmetic and learning times tables lays a secure foundation for future learning. Pupils enjoy their learning and regularly revisit topics to firmly fix them in their memory. Weekly challenges help pupils to check their own progress. These also enable teachers to see where pupils might need extra help. Teachers help pupils to see how important mathematical skills are throughout their lives, from measuring for new curtains to designing jet engines.

Published results for the last two years show that pupils achieve well in mathematics and reading by the end of Year 6.

The excellent planning in the way that English, mathematics and science is taught is now being developed in other subjects such as history and geography. Here, teachers are not quite as far on in ensuring that pupils learn in a logical way. Pupils do not routinely build on what they already know to deepen their understanding. Leaders are working on ensuring that all teachers understand what pupils need to know and remember by the end of each year.

All staff make sure that pupils with special educational needs and/or disabilities (SEND) are included in all activities. The special educational needs leader oversees the progress of pupils in the resource base for children with speech and language difficulties. These pupils attend lessons with the rest of their class. They also all have some individual time with a therapist. Staff adapt learning activities to enable them to take a full part in school life.

Children settle very quickly into the Nursery class, including the area for two-year-olds. The youngest children have their own separate room with books and toys, puzzles and games. The lighting and comfortable seating make this a lovely place to learn. Sometimes they join the children in the Nursery group for activities such as baking or hearing stories. In the Nursery, teachers use the play kitchen area to help children to learn numbers and measurements. Children listen to lots of stories. By the time that they are in Reception, children are inventing their own stories and telling them to adults. Teachers check how well the children are learning and make sure that they experience all the different areas. These include the igloo, camp site, holiday café, ticket office, arctic play and the deep sea. In Reception, children build on their new skills so that they are ready for Year 1.

## Safeguarding

The arrangements for safeguarding are effective.

All staff see safeguarding as their collective responsibility. They look out for any changes of behaviour in children and share any concerns that they might have. Staff have regular training, including how to deal with bullying and support pupils who may have mental health issues. This is a caring school where the well-being of all the pupils and staff has the highest priority. All safeguarding policies and the central record are regularly checked by the headteacher and the governor responsible for safeguarding. The school works very well with outside agencies when necessary.

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

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

- In English, mathematics and science teachers make it very clear what pupils should know at the end of each stage in their learning. This is not yet fully the case in all other subjects. Leaders should ensure that plans for learning identify the points by which pupils should have acquired specific knowledge and skills.
- In subjects other than English, mathematics and science, pupils do not remember enough of what they have learned previously. Leaders and teachers should make sure that curriculum plans, and teaching strategies help pupils to commit knowledge to long-term memory. This means that they will be able to recall it later and use it as a starting point for future learning.

The transition arrangements were used on this inspection to confirm that pupils benefit from a good quality of education.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Kings Meadow Primary School and Early Years Education Centre to be good on 13–14 May 2015.

## 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 are 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

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| <b>Unique reference number</b>             | 104886   |
| <b>Local authority</b>                     | Sefton   |
| <b>Inspection number</b>                   | 10087698   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 220  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | David Walker   |
| <b>Headteacher</b>                         | Sandie Lineton   |
| <b>Website</b>                             | <a href="http://www.kingsmeadowprimary.co.uk">www.kingsmeadowprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | 13–14 May 2015   |

## Information about this school

- The school has provision for two-year-olds
- The school has a specially resourced unit for pupils with SEND. The unit caters for pupils who have speech and language difficulties. These pupils are on the roll of this school and fully integrated into lessons.
- The school has a breakfast club run by the governing body.

## Information about this inspection

- I had discussions with the headteacher, other senior leaders, the special educational needs leader, the leader for early years, several curriculum leaders and other members of staff. I met with three governors, including the chair of governors and a representative from the local authority.
- The subjects I looked at in detail were reading, mathematics and geography. I also considered pupils' writing and their work in history.
- I met pupils in lessons, talked to them about their work and looked at their books with them. I heard pupils of different ages reading in class and to each other.
- I spoke to many pupils during breaks and lunchtimes.

- I looked at some of the school's documentation, including the arrangements for safeguarding.
- I looked at the 40 responses to Parent View (Ofsted's online questionnaire) including 37 free-text comments.
- I reviewed the 25 responses to Ofsted's online questionnaire for staff and 82 responses to Ofsted's online questionnaire for pupils.

### **Inspection team**

Judith Straw, lead inspector

Ofsted Inspector

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