

Inspection of a good school: Kingfield Primary School

Kingfield Road, Woking, Surrey GU22 9EQ

Inspection dates:

14–15 January 2020

Outcome

Kingfield Primary School continues to be a good school.

What is it like to attend this school?

Kingfield Primary is a school full of happy smiles where pupils live up to the school's motto of 'Be the best you can be'. It is a school where pupils feel safe and where bullying is rare. Pupils say that if it were to happen, teachers would sort it out quickly. Pupils are respectful and consistently display good manners. Staff treat pupils with respect and look after their well-being, reflecting the caring ethos leaders have worked hard to establish.

Teachers have high expectations of all pupils. Pupils work hard in lessons, enjoying their learning. They respond quickly to adults' instructions and they listen to what teachers have to say. Teachers make every effort to make sure that lessons are engaging.

Staff foster pupils' independence and confidence. Teachers skilfully use the wide variety of information that they have about pupils to ensure pupils achieve their very best. Pupils speak enthusiastically about the things they learn. They take part in a wide range of clubs at the end of the school day, such as those for sports and singing. Leaders and staff have built good relationships with parents and carers. Parents and carers agree that their children are well cared for.

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

Leaders, governors and staff share high ambitions for all pupils. Pupils rise to these high expectations. There are very few instances of misbehaviour because pupils enjoy their learning so much. Pupils who need extra care and attention, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), are well looked after. Leaders ensure that pupils who need extra help receive it quickly. This helps them to learn well.

Leaders know that there is more work to do on improving the sequencing of learning in some subjects. They have already made a good start. Where subject leaders are clear about what needs to be taught and in what order, for example in English, mathematics and science, teachers plan lessons that meet pupils' needs. However, this is not consistent

across all subjects. This means that pupils' knowledge and skills in some subjects, such as geography and music, are not always built on well over time. The development of teachers' own subject knowledge continues to be a priority.

The teaching of reading and phonics is a strength. In Reception, children successfully learn to read because of the highly structured approach to the teaching of phonics. Teachers quickly identify pupils who struggle to read and put effective support in place for pupils who may start to fall behind. Pupils talk knowledgeably about the books they have read in class. They know which authors they like. Their teachers model how to read with expression and accuracy. As a result, there is a celebration of books and reading throughout the school.

In mathematics, pupils enjoy applying their skills to help them solve mathematical problems. Through working in partnership with the local mathematics hub, for example, leaders ensure that staff have clear guidance and plan well. Teachers give pupils regular opportunities to go over the information that they have previously learned. This is helping to ensure that pupils learn well and retain knowledge over time.

Across early years, staff make sure that an appropriate range of exciting learning activities are available each day. The well-considered early years curriculum helps children successfully develop knowledge and skills in early mathematics and reading. Children are keen to talk about what they have read together. For example, children discussed their favourite authors while voting for the book of the day. Staff in Nursery develop children's language well. They skilfully encourage children to join in and learn new sounds and vocabulary.

Pupils' personal, social and emotional development is a strength of the school. The needs of pupils and families who may be vulnerable are identified and managed well. Leaders have put in place a range of activities that extend beyond the academic curriculum. For instance, older pupils go on residential trips to Swanage and the Isle of Wight. Such activities help pupils build their independence and sense of self-worth.

Staff in the school are very positive and passionate about their work. Leaders and the governing body are considerate of teachers' workload. Staff are proud to work at their school and enjoy coming to work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training about keeping pupils safe. Staff are encouraged to report their concerns, no matter how small. Leaders have introduced an efficient system for making referrals. This enables those who are responsible to act promptly when raising concerns. Leaders work well with other agencies to make sure that families get the help that they need. The arrangements to recruit staff and for those who visit the school are secure and records are well maintained.

Pupils know how to keep themselves safe. For example, they have lessons about how to keep safe when crossing the road and when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum offers a suitably wide range of subjects for pupils to learn. Some subjects are carefully planned and sequenced, such as English, mathematics and science. Leaders should ensure that the curriculum plans for other subjects set out as clearly what pupils should know and the order in which they should learn it. It is clear from leaders' work that they are in the process of bringing this about. This work now needs to intensify so that all areas of the curriculum reflect the particular strengths identified in some.
- Continually developing teachers' subject knowledge is an established feature of leaders' work. This should continue, to ensure that teachers are well equipped to teach all the areas of the curriculum, as plans across subjects continue to develop.

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 second section 8 inspection since we judged the school to be good in February 2012.

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 the school and 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

Unique reference number	125112
Local authority	Surrey
Inspection number	10122294
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair of governing body	Joy Allen
Headteacher	David Jackson
Website	www.kingfield.surrey.sch.uk
Date of previous inspection	15 June 2016

Information about this school

- The school is smaller than the average-sized primary school.
- The school runs a Nursery class for children aged three- to four years old.
- The school runs a breakfast club and has external provision for an after-school club.

Information about this inspection

- I held a meeting with five governors, including the chair of the governing body, the headteacher, deputy headteacher, curriculum leaders and the leader for SEND.
- I spoke to a representative from the local authority who provides support for the school.
- I met with the school business manager to check the single central record and vetting records. I looked at training records of staff for safeguarding. I had a meeting with the designated safeguarding lead to consider the effectiveness of child protection and safeguarding procedures.
- I analysed the 27 results of the online staff survey and spoke to staff, including teachers, support staff and lunchtime staff. I also considered the 30 responses to the Ofsted Parent View survey and the additional 31 free-text responses.

- I did deep dives in these subjects: reading, mathematics and science. The deep dives consisted of visits to lessons, review of documents, scrutiny of pupils' work, and discussions with senior leaders, subject leaders, teachers and pupils.
- I considered school documentation, including leaders' evaluation of the school's effectiveness, the school development plan, the headteacher's reports to governors and planning documentation from other curriculum subjects.

Inspection team

Mineza Maher, lead inspector

Ofsted Inspector

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