

Inspection of a good school: Kingston Park Academy

Long Lane, Carlton-in-Lindrick, Worksop S81 9AW

Inspection dates:

15 and 16 September 2021

Outcome

Kingston Park Academy continues to be a good school.

What is it like to attend this school?

This is a small school with a warm and friendly atmosphere. Pupils want to do well and say that their teachers help them to succeed. Parents and carers and pupils report that during the COVID-19 (coronavirus) pandemic, the school's provision for remote learning was effective and they felt well supported. Staff were determined that pupils would continue to feel part of the school community, for example by providing recipes for pupils to share with their families and celebrating the culinary results.

Pupils can clearly explain what they would do if they had any concerns, including about bullying. In lessons, pupils behave well and interact positively with each other and with adults. In their comments to the inspector, parents praised the school's caring and approachable staff.

Pupils benefit from a wide range of activities designed to develop skills and promote understanding of the wider world. They attend different sports and are encouraged to stay fit and healthy. The school has recently restarted a programme of trips to different venues and outdoor sites. The 'Kingston pledge' ensures that all pupils can experience these visits.

In English and mathematics, pupils receive a good quality of education. This is because leaders ensure that teachers plan activities that closely match pupils' needs. Pupils say that they enjoy learning about subjects that are linked to the books they are reading together.

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

Leaders have an ambitious vision for the school. After a period of recent change, the leadership team has now stabilised. There are clearly defined roles and responsibilities. Leaders understand the strengths and areas for development in the school. The curriculum is broad and balanced. Pupils with special educational needs and/or disabilities (SEND) access the full range of opportunities. At the core of the curriculum is a

clear focus on developing the skills in reading, writing and mathematics that pupils need to be successful.

The reading curriculum is carefully designed to promote a love of books. The school environment includes carefully considered book displays and reading areas, including a new outdoor book shed. Pupils start to learn phonics as soon as they join the school. The school's phonics programme is well structured. Teachers select reading books that are well matched to the sounds that pupils know. Teachers check pupils' progress in phonics regularly and put support in place if pupils need to catch up. Pupils are provided with spelling booklets appropriate to their age and stage of development.

There is a clear approach to the development of pupils' writing skills. Pupils work through a series of stages. They explore the impact of using different grammatical structures and are well supported to secure a good understanding of punctuation. The 'word of the week' is drawn from the class reading book and there are clear links between reading and writing embedded throughout the curriculum.

The school has established a highly effective approach to the teaching of mathematics. Teachers plan lessons carefully. Pupils who experience difficulties in learning about aspects of mathematics are provided with appropriate support to help them to build their knowledge.

In science, history and geography, pupils use their previous learning to help them to develop new knowledge and understanding. In other areas of the curriculum, pupils have a more mixed experience. When curriculum plans are less coherent, it is not always clear what important knowledge pupils should know and remember. In these subjects, pupils sometimes spend too long on activities that have limited purpose. These activities do not always help pupils to know and remember more over time.

Leaders understand that the development of pupils' communication skills is a key aspect of the work of the school. Plans to offer opportunities for pupils to debate and present to other pupils are being developed.

The school makes appropriate arrangements for the development of pupils' personal, social and emotional health. In assemblies, pupils are encouraged to explore important issues such as global warming. They also explore what makes a good friend and learn that respect for others is important. Provision of religious education is not as well developed. Pupils do not always have a full range of opportunities to explore a range of faiths and cultures.

Provision in early years is a significant strength of the school. The learning environment is well designed and includes a clear focus on reading, writing and mathematics. Staff are caring and supportive. Children settle quickly. Children enjoy moving between the different areas of learning and behave well.

Staff report that they enjoy working at the school and feel well supported. Recent changes to assessment practice have helped them to manage their workload. They feel

encouraged to contribute to the future development of the school. They express praise for the wide-ranging programme of training and support provided by the trust.

In discussion with the headteacher, the inspector agreed that consideration of the range of non-core curriculum subjects may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors are well trained and understand that safeguarding is a priority for everyone. Records are detailed and leaders ensure that they follow up any concerns. Pupils trust staff to keep them safe, and say that they are encouraged to demonstrate 'kind hands, kind heart, kind feet.' The school site is well maintained, and pupils are carefully supervised. At social times, pupils benefit from access to a range of equipment designed to promote fitness and social play. Some pupils have been trained to act as play leaders. This helps pupils to understand the importance of fairness and teamwork.

The school's policies and procedures are strong, including pre-employment checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in subjects other than English and mathematics are not always coherent. In some lessons, teaching does not always build on pupils' prior knowledge, and sometimes activities lack purpose. Leaders should check that activities are carefully designed and sequenced to build the knowledge and skills that pupils need.
- Leaders do not check closely enough on the effectiveness of all areas of the curriculum. They should ensure that they evaluate the impact of curriculum implementation in order to ensure that pupils make good progress through the curriculum.
- Leaders of some curriculum areas are new to their role. They are being well supported by staff from the school and trust. Senior leaders should now ensure that new curriculum leaders quickly gain the confidence and skills that they need to be fully effective in their role.
- The curriculum for religious education does not currently include sufficient opportunities for pupils to learn enough about a range of faiths and religions. Some pupils are not able to confidently discuss beliefs that are different from their own. Leaders should ensure that all pupils develop their understanding of different faiths and cultures.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2016.

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 information from Ofsted Parent View 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	138997
Local authority	Nottinghamshire County Council
Inspection number	10199241
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
Principal	Mrs Kerrie Longley
Website	www.kingstonpa.org.uk
Date of previous inspection	15 and 16 June 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in June 2020. The chair of the academy advisory board has taken up her role since the previous inspection.
- The school is a member of Delta Academies Trust.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders, and has taken that into account in the evaluation.
- The inspector met with the headteacher and other curriculum leaders. The inspector held a meeting with the chair of the academy advisory board and a representative of the multi-academy trust.
- The inspector looked closely at the quality of education in early reading, English, and art and design. This involved speaking with leaders, staff and pupils, visiting lessons, and reviewing curriculum plans and samples of pupils' work. The inspector observed pupils who are at the early stages of reading read to a familiar adult. The inspector also considered the quality of the curriculum in a further range of subjects.

- The inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents relating to safeguarding. The inspector met with the designated safeguarding lead to discuss the school's policies and procedures. The inspector also spoke with pupils and staff to evaluate the school's safeguarding culture.
- The inspector observed pupils' behaviour in lessons and around school.

Inspection team

Emma Hollis-Brown, lead inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021