

Inspection of Kingsmead Primary School

Dukes Way, Kingsmead, Northwich, Cheshire CW9 8WA

Inspection dates: 23 and 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Kingsmead pupils are proud citizens of their school and its local community. They have a well-informed view of national and global issues. Pupils learn that they can enact change and they are proud to do so. Pupil leaders play a very important role in the school. For example, the eco-group carefully monitors energy use and helps pupils to reduce food waste in the dining hall. Older pupils, including those with special educational needs and/or disabilities (SEND), are proud of their leadership roles. Even when they find their roles a challenge, they said that they appreciate how they are able to develop important life skills.

Pupils, including those in the early years, behave exceptionally well. They are highly respectful to one another. In lessons, they are polite and courteous with staff as well as to one another. Pupils know that much is expected of them as learners. They enjoy coming to school. As a result, most pupils achieve well and leave school ready for the next stage of their education.

Pupils develop a secure sense of their own identity. They explained why it is so important to take care of themselves. They said that this helps them to look after others. It is these attributes that enable pupils at this school to be so considerate of others. Pupils leave with the knowledge and confidence that they need to speak up and do what is right, even if this is not always the easiest option.

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

The school gives the teaching of reading a high priority. This begins as soon as pupils start in the early years. Children enjoy daily story time with their teachers and reading with their friends in the reading corner. Well-trained staff deliver the phonics programme effectively. The school works closely with parents and carers so that they understand how to help their children practise reading at home. Pupils, including those with SEND, read books that are matched to the words and sounds that they know. Pupils who struggle to keep up with the phonics programme are given the support that they need to catch up. Older pupils are confident, fluent readers. They talked with great enthusiasm about the books and authors that they like. Pupils know that reading helps them to learn well across the curriculum.

In the main, the curriculum is ambitious. In most subjects, the school has identified the important knowledge that pupils should learn. Teachers have secure subject knowledge and make skilful adaptations to activities for pupils with SEND so that they can learn successfully alongside their classmates. Teachers check that pupils know and remember their learning. They then act promptly to provide pupils with support if needed. Pupils typically achieve well.

In a small number of subjects, the curriculum design does not help pupils to learn as well as they do in other subjects. This is because the school has not thought carefully enough about how key knowledge builds on previous learning and

concepts. In these subjects, some pupils do not remember their learning as well as they should.

The school ensures that the needs of pupils with SEND are identified effectively. The expertise of external agencies is utilised to make sure that pupils get the support that they need to learn well.

Pupils' behaviour is exemplary. Pupils of all ages enjoy playing together outside. Older pupils are responsible and helpful. Throughout school, including in the early years, pupils follow the school rule of being 'useful and kind, unlimited and ready to learn'. Staff are highly skilled and provide effective support for the small number of pupils who struggle to manage their emotions. The school places a high priority on attendance. Pupils attend regularly and on time.

The school promotes pupils' personal development exceptionally well. Pupils are aware of environmental issues and the actions that they can take to make a difference. For example, pupils are aware that global temperatures are rising. They said that they choose to walk to school or choose a mode of transport that uses less power. The school takes its role in developing young citizens seriously.

Pupils are articulate. They discuss different ideas in a mature way. For example, pupils spoke about the difference between equality and equity with understanding. They know that being democratic helps in making fair decisions. It is an important part of school life to help others. For instance, peer mentors help younger pupils with their work. Mentors said they feel proud when they see that they make a difference in helping younger pupils to learn. Pupils accept and celebrate difference.

Parents and carers, including those of pupils with SEND, hold the school in very high regard. They said that their children are happy and that staff are caring.

Staff and pupils are well supported by the governing body. Governors know the school's strengths and weaknesses well. Teachers trust leaders to make the right decisions when change is needed. They appreciate how leaders consider their workload, for example when selecting the new writing curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum design does not connect key knowledge. This hampers pupils' ability to understand and remember important ideas over time. In these subjects, the school should refine the curriculum so that it is clear how new knowledge builds on prior learning and concepts so that connections are clear. This is so that pupils know and remember more.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134336
Local authority	Cheshire West and Chester
Inspection number	10294347
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair of governing body	Joanne Watkins
Headteacher	Lisa Rutter-Brown
Website	www.kingsmead.cheshire.sch.uk
Dates of previous inspection	22 and 23 May 2012, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- There is a breakfast club and after-school provision at the school.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with the headteacher, the deputy headteacher and other leaders. They also met with members of the governing body, including the chair of governors.
- An inspector spoke to a representative of the local authority.
- Inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors considered views of parents. They looked at the responses to Ofsted Parent View, including the free-text comments. They also spoke to a number of parents at the start of the school day.
- Inspectors considered the views of pupils and staff who responded to Ofsted's pupil and staff surveys.
- Inspectors carried out deep dives in English, including early reading, mathematics, history and art and design. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, looked at a sample of pupils' work, spoke with teachers and talked with pupils about their learning.
- An inspector also observed pupils reading to familiar adults.
- Inspectors also considered the curriculum in other areas. This includes talking with pupils and looking at a sample of pupils' work.

Inspection team

Frith Murphy, lead inspector	His Majesty's Inspector
David Woodhouse	Ofsted Inspector
Liz Davidson	Ofsted Inspector

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