

# Inspection of a good school: Kingsfleet Primary School

Ferry Road, Felixstowe, Suffolk IP11 9LY

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Inspection dates:

14 to 15 May 2024

## Outcome

Kingsfleet Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are proud to be part of a welcoming community. They play well with pupils in other year groups. Pupils' well-being is at the heart of the school ethos of 'be the best you can be'. Pupils feel safe because adults are always there to help them.

Pupils study an ambitious curriculum. They achieve well in many subjects. Pupils enjoy the wide range of activities that bring learning to life. Activities include sports clubs, and music and reading festivals. Pupils visit places of interest such as the Port of Felixstowe, Ipswich Museum and Colchester Zoo. This develops in pupils an understanding of different cultures and the world around them. Pupils take part in many leadership opportunities. This includes running the school's Fleet Bank, to develop their awareness of finance.

Pupils behave well in lessons and on the playground. This starts in early years, where they learn to take responsibility for their own behaviour. Pupils show respect and support each other. When there is occasional low-level disruption, pupils receive effective support to understand the consequences of their behaviour. Bullying is exceptionally rare. If someone is unkind, adults help to sort out any problems.

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

Leaders are ambitious for the pupils to do well. They have designed a curriculum that allows knowledge to develop over time. Pupils achieve well, but in some subjects teachers do not always make sure work is well matched to the pupils' ability. This means some pupils are not making as much progress as they should. More focus needs to be on checking the impact of the curriculum and how pupils are achieving in their subjects.

The school has prioritised the development of pupils' speaking skills. Pupils explain their thinking, allowing for meaningful discussions in lessons. Pupils are confident speakers and use a wide range of vocabulary. In early years, children explain how they solve mathematics problems. Older pupils can link learning from different subjects together.

Reading is a priority. Teachers and teaching assistants follow the school's approach so that they teach reading consistently well. Pupils benefit from the well-structured daily phonics provision and learn to read fluently. Those who need extra support receive help quickly and learn what they need to use the techniques with confidence to read new books. Pupils enjoy reading and have access to a wide range of fiction and non-fiction books. Older pupils are voracious readers. They talk with enthusiasm about their favourite authors.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders identify pupils' needs effectively. Teachers know the needs of the pupils and adapt lessons accordingly. Teaching assistants are well trained and provide effective support to help pupils overcome the challenges they face. Pupils have full access to the curriculum and wider opportunities in school.

Children in Reception enjoy a stimulating environment. There are a range of interactive areas to promote independent and collaborative learning. Teachers have high expectations for the development of reading, writing and language skills. Children gain new knowledge because adults know precisely what they need to learn. They enjoy their learning, displaying curiosity and resilience. Children are well prepared, socially and academically, when they start in key stage 1.

Pupils have positive attitudes towards learning. Staff set high expectations, adopting a consistent approach to behaviour management. Pupils understand the behaviour management approach. Attendance expectations are high. Leaders monitor absence with rigour. The school uses effective strategies to work with families to remove barriers for absence. This includes using support from the local authority. The school adopts a proactive approach, highlighting the importance of attendance on learning. This has led to an improvement in attendance.

Pupils enjoy a well-planned curriculum that prepares them for life in modern Britain. There are opportunities to discuss lifestyles and beliefs from different perspectives. Pupils talk about respecting others' differences while being part of the same community. Pupils can take part in many clubs, trips and visits to develop their interests.

Leaders know what the school needs to do to improve. They have been proactive in developing the curriculum. Governors are supportive and make regular visits to the school. However, occasionally governors do not give enough attention to pupil outcomes. They should use the data available to them more effectively to hold leaders to account on the impact of the curriculum.

Staff are overwhelmingly positive about leaders. Leaders work hard to ensure that staff workload is manageable. Staff say that they feel valued by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school does not monitor the quality of the impact of the planned curriculum with enough rigour so all pupils master the skills and knowledge they need to be successful. Leaders, including governors, should monitor the implementation and impact of the curriculum to ensure all pupils are challenged. Refining the monitoring and accountability systems will allow the school to know the impact of the curriculum they have designed to maximise outcomes for pupils.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in April 2019.

## 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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	124627
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10338967
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Lydia Foy
<b>Headteacher</b>	Krysty Beattie
<b>Website</b>	<a href="http://www.kingsfleetprimaryschool.co.uk">www.kingsfleetprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	6 and 7 March 2019, under section 5 of the Education Act 2005

## Information about this school

- This school is a smaller-than-average-sized primary school.
- The school does not use any alternative provision.

## Information about this inspection

- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector carried out this graded inspection under section 8 of the Education Act 2005.
- The inspector held meetings with leaders, including members of the local governing body, the local authority, subject leaders, teachers and support staff.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about

their learning and looked at samples of pupils' work. The inspectors also listened to a sample of pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; examined safeguarding records; took account of the views of leaders, staff, pupils and parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspector reviewed a range of documents, including: school policies, the school development plan, the self-evaluation form, and minutes from meetings of the local governing body.
- The inspector spoke with pupils to gather their views in mixed groups.
- The inspector gathered parents' views by reviewing the 37 responses, including 37 free-text responses, submitted to the online survey, Ofsted Parent View, and reviewed the 13 responses to Ofsted's staff survey.

### **Inspection team**

Rob James, lead inspector

Ofsted Inspector

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