



Kingswood Primary School

Inspection report

Unique Reference Number 124937
 LEA Surrey

Inspection number 274837
 Inspection dates 8 - 9 June 2005
 Reporting inspector Christopher Parker

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary School	School address	Buckland Road
School category	Community		Lower Kingswood
Age range of pupils	4 - 11		Tadworth, Surrey
Gender of pupils	Mixed	Telephone number	01737832135
Number on roll	176	Fax number	01737830449
Appropriate authority	The governing body	Chair of governors	David Haine
Date of previous inspection	13 - 16 Jan 2003	Headteacher	Mr A Edwards

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Kingswood Primary School and of the local education authority.

The inspection was carried out by two additional inspectors.

Description of the school

Kingswood Primary School is smaller than average. The number of pupils entering and leaving at times other than the start of the school year is relatively high. In the current Year 6 nearly half of the pupils have joined since the reception year.

Most of the pupils are from white British backgrounds with a small number of them coming from minority ethnic groups, none of whom is at an early stage of learning to speak English.

The proportion of pupils with learning difficulties and disabilities is broadly average. However, some year groups have a higher proportion of pupils with learning difficulties, for example, in the current and the previous Year 6. There are a small number of looked after children in the care of the local authority.

The school has a stable core of teachers but there is still relatively high staff turnover. Nevertheless the school has always been able to recruit fully qualified teachers.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school judges its own performance to be good because it has, '...raised standards by improving leadership and management and teaching and learning.' The inspectors agree. The school provides a good education for its pupils. The vast majority of parents and the pupils hold the school in high regard and appreciate, and benefit from, the many opportunities it provides. The school provides good value for money.

The quality of education in the Foundation stage is good. Consequently, the children make good progress; most reach the goals expected by the end of the reception year and some exceed them.

The pupils achieve well and overall standards have improved to be above average by the end of Year 6. However, standards in mathematics are still not as high as in English and science.

The pupils' personal development is a strong feature of the school's provision. As a result, pupils enjoy their education in a stimulating environment, through a curriculum which offers an extensive and very interesting range of opportunities.

The school has made good progress since it was last inspected and is well placed to continue improving. Leadership and management are effective, but now need even greater clarity in monitoring and evaluation to secure even higher standards.

Grade: 2

What the school should do to improve further

- Employ a more focused approach to both the monitoring of teaching and to improvement planning.
- Continue to improve standards in mathematics.

Achievement and standards

The school has accurately assessed the pupils' standards and achievements to be good.

The pupils make good progress and by the end of Year 6 standards are above average overall, but are not as high in mathematics as in English and science. The value added by the school is above average when compared to all schools and to those where pupils achieved similar standards at the end of Year 2.

The school sets appropriately challenging targets and met them last year, except in mathematics. It has been successful in sustaining improvements in English and science and increasing the proportion of pupils who reach higher levels by the end of Year 6. Overall improvement in standards is above the national trend.

The drive for improvement in mathematics has resulted in higher standards this year by the end of Year 2. Over the last two years standards have been consistently above average in reading and average in writing and mathematics.

All groups of pupils, including looked after children and those with learning difficulties do well. There is some variation in the achievements of boys and girls over time but the school's analysis shows there is no consistent pattern and it is not as a result of the provision.

Grade: 2

Personal development and well-being

The pupils' personal development and well-being are good. This judgement is in line with the school's evaluation which highlights the considerable range of opportunities available to pupils. The pupils show outstanding enjoyment of their education, not only in lessons, but also through events that enhance their environmental awareness, such as 'Golden Boot' day, when they walk to school.

The spiritual, moral, social and cultural development of the pupils is good. The older pupils show considerable care and concern for the younger children. One pupil commented, 'We have playground pals, but we always look after the little ones anyway.' An interesting range of trips, visits and visitors extend the pupils' cultural development and enhance their work in art and music.

Behaviour and attendance are good. Most of the pupils behave very well and those with behavioural difficulties are generally well managed. The pupils are effectively encouraged to adopt healthy lifestyles and participate fully in sporting activities. They show a good appreciation of safe practices, for example, when cooking or undertaking science experiments. They make good progress in developing the personal qualities that enable them to contribute to the community and apply their information and communication technology (ICT), numeracy and literacy skills effectively in everyday situations.

Grade: 2

Quality of provision

Teaching and learning

Through comprehensive monitoring of the quality of teaching and learning the school judges provision to be good and the inspectors agree. The teachers set interesting tasks that motivate and engage the pupils. This was evident in a Year 6 mathematics lesson where they enjoyed the challenge of an investigation into patterns and relationships.

The older pupils know their targets for improvement and how to assess their progress against them. One pupil commented that his targets, 'Help to keep my mind focused.'

Pupils with learning difficulties are particularly well supported by the fully briefed teaching assistants who provide tasks appropriate to their needs. There is good special needs co-ordination, advice and support for both pupils and staff.

The pupils are effectively managed, attentive and apply themselves well because the teachers question and challenge them purposefully. In the Foundation Stage the adults engage the children in very purposeful activities, both inside and outside the classroom encouraging them to be inquisitive and active.

Grade: 2

Curriculum and other activities

The school judges the quality of the curriculum and other activities as good. However, the inspectors found them to be outstanding because of the wide range and variety of interesting enrichment opportunities provided.

The curriculum is well planned and meets the full range of the pupils' needs. The pupils particularly appreciate the links their teachers make between subjects. They talked about applying their mathematical skills in science, for example, to calculate how fast microbes multiply and, as a result, quickly understood the need for good personal hygiene.

The pupils really enjoy the exciting residential visits and the many interesting clubs organised by the school, which they feel are, 'absolutely brilliant.' In many cases these activities successfully extend classroom learning. Year 6 pupils created a currency conversion graph before their trip to France and used it to decide whether their purchases were a 'rip off or a bargain.'

The stimulating environment provided by the school is exemplified by the well-established garden, pond and nature area that is used extensively by the pupils and community groups. The good links with the community such as, the local bell ringers, also considerably extend the curriculum.

Grade: 1

Care, guidance and support

The school knows that important elements of provision in this area, such as arrangements for child protection, are secure through regular review by the governors. Consequently, the school is able to make an accurate assessment that its provision for care, guidance and support is good.

Effective arrangements are in place to help pupils who are identified as having learning difficulties. The progress made by looked after children and those who experience emotional or behavioural difficulties is very thoroughly monitored and recorded.

The school works well with parents, and those who spoke to inspectors were particularly pleased with the opportunities for meeting and talking to teachers, the information they receive and homework arrangements.

The pupils' views are valued and class and school councils make a good contribution to the running of the school by, for example, organising play time rotas.

There are good links with other schools and external agencies that ensure that all groups of pupils are well supported. Kingswood is one of a group of schools working closely together on a number of interesting developments, one of which is to provide additional challenging opportunities for gifted and talented pupils.

Grade: 2

Leadership and management

The inspectors agree with the school's own view that the effectiveness and efficiency of the leadership and management are good. The senior management team has been successful in leading the improvement in standards and ensuring the pupils achieve well. The current priority to raise standards in mathematics further is the result of comprehensive analysis of data and careful tracking of each pupil's progress. The need for more training for the teachers and teaching assistants has been clearly identified and had a positive impact on, for example, the teaching of mental mathematics.

There is a strong shared commitment to further improvement and the school development plan outlines a wide range of activities. However, the criteria against which the success of individual actions within the plan are judged are too general. Similarly, the monitoring and evaluation of teaching is not incisive enough to assess the impact on pupils' learning and to help the teachers to become even more effective.

The headteacher and senior management team have been particularly successful in establishing an ethos in which the pupils' personal development is fostered very effectively. A high priority is given to helping all pupils take a full part in the everyday work of the school.

Resources are used effectively to create very positive conditions for learning and ensure the pupils receive a good quality education.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	Yes/No
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes/No

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	
How well are learners cared for, guided and supported?	2	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes/No

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	Yes
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Kingswood Primary School
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Tadworth
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10 June 2005

Dear Pupils,

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to inspectors about your school. Like most of you, your parents and your teachers, we think Kingswood is a good school and that overall you are doing well. You are able to learn in a calm and friendly atmosphere with good support from your teachers and the teaching assistants.

Some of you told us how much you appreciate the way the teachers link subjects together and make lessons interesting so that you learn new things every day. We were able to see this in lessons where you behaved well and clearly enjoyed learning very much. You have an outstanding range of learning opportunities that include many clubs, visitors and residential visits which you think are, 'absolutely brilliant'.

The school is very effective in helping you to become responsible members of the community. We were particularly impressed by the way you look after the school and its grounds. The garden is a wonderful area that you are proud of and really enjoy working and relaxing in.

The headteacher and teachers are working to improve the school and make it even better. We agree with them that you can make even more progress in order to reach higher standards in mathematics.

We enjoyed being in your school and hope you continue to make the most of the many exciting opportunities offered to you.

Yours sincerely,

Christopher Parker
Lead inspector