



# Kingfisher Primary School

## Inspection Report

**Unique Reference Number** 106727  
**LEA** Doncaster  
**Inspection number** 277614  
**Inspection dates** 14 June 2006 to 15 June 2006  
**Reporting inspector** Mrs Judy Jones CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Coventry Grove Wheatley Doncaster, South Yorkshire DN2 4PY
<b>School category</b>	Community	<b>Telephone number</b>	01302 349275
<b>Age range of pupils</b>	3 to 11	<b>Fax number</b>	01302 349275
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mr M Hepworth
<b>Number on roll</b>	449	<b>Headteacher</b>	Mr D Binnington
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	17 January 2000		

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 14 June 2006 - 15 June 2006	<b>Inspection number</b> 277614
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Kingfisher Primary School is larger than average and includes a Nursery where nearly all pupils start their schooling. Attainment on entry to the Nursery is below average and the proportion of children entitled to free school meals is above average. The proportion of children with learning difficulties and/or disabilities is above average. There are few communal social facilities in the local area and the school is part of the National Pilot for the Extended Schools Project. There are very few pupils from minority ethnic groups and none is at an early stage of learning English.

The school has gained the Basic Skills Quality Mark, The Sport England Activemark Gold, the Artsmark Gold, the Healthy Schools Award and Investors In People.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features in which pupils learn to be responsible, independent young people. They arrive in the Nursery with below average skills and standards, and achieve well so that standards are average when they leave. The good curriculum prepares pupils well for the next stage of their education. The school evaluates its work thoroughly, and acts purposefully on well-founded evidence. The leadership is clear-sighted and not complacent; it looks for the highest standards in all its work. The school has dealt effectively with issues from the previous inspection report, and information and communication technology (ICT) is now well used and well taught. Skilful financial planning enables the school to make good use of both human and material resources and the school gives good value for money. Capacity to improve further is, therefore, good. In the view of inspectors, leaders' overall judgements about many aspects of the school are too modest.

The overall provision for the Foundation Stage is good. Children make good progress overall. The provision in the Nursery is outstanding. Both the outdoor and indoor areas have been developed into stimulating learning environments based on the six areas of learning. Many of the pupils are from a socially deprived area and there is a large spread of ability. Very good transition arrangements support children on entry to the Nursery and as they move on to the Reception classes. Outside agencies are closely involved, when appropriate.

Teaching is good overall; some classroom practice is outstanding and a little is satisfactory. Consequently, by the end of Year 6, most pupils read and write with confidence and have a secure grasp of numeracy, some to well above average standards. Classroom teaching is monitored thoroughly, but has not yet been extended to detailed scrutiny of work, so that inconsistencies in pupils' work and in marking are sometimes missed.

Outstanding care, guidance and personal development for pupils stem from leadership that values and includes all, both staff and pupils. Teachers and support staff feel empowered and work enthusiastically in teams, and pupils are cared for as individuals. Teamwork and support often extend to families and are a secure foundation for the next stage of the Extended Schools Project. Relationships are extremely positive. Pupils develop social skills from adults who are good role models, and through individualised and group work that helps them to develop confidence and respect for each other.

### **What the school should do to improve further**

- The school should extend monitoring to include more scrutiny of pupils' work, in order to improve the quality of marking, and to ensure that written tasks are always appropriate for all pupils.

## **Achievement and standards**

### **Grade: 2**

Results in tests since the previous inspection have been broadly average, but dipped in 2005, following an increase in the number of pupils moving in and out of the school. Achievement, based on results in tests at the end of Year 6, was satisfactory overall in 2005, but results in mathematics were unsatisfactory. Following close analysis, the school established a raft of measures to raise standards, particularly among targeted groups of pupils. Observation of pupils' work and learning in lessons confirms the effectiveness of these and standards of work in the current Years 2 and 6 are close to average. Achievement is now good, with pupils gaining significantly in skills and knowledge over their time in the school. The school missed its challenging targets last year, but data from interim tests and evidence from pupils' work indicate significant improvement this year, both at the end of Years 2 and 6 in 2006.

The school's effective system for tracking the progress of every pupil means that those individuals or groups with particular needs are identified swiftly and supported well. For example, pupils with learning difficulties and/or disabilities make good progress through personalised targets that are regularly reviewed.

## **Personal development and well-being**

### **Grade: 1**

The provision for personal development and well-being is outstanding.

'Working together to achieve' is central to life at Kingfisher Primary. Pupils behave very well and greatly enjoy coming to school, as one child commented, 'The lessons are fun at school and we learn well at the same time!' Attendance is broadly average and good attendance is celebrated. Extremely positive relationships in school support pupils' social, moral, cultural and spiritual development. They learn to understand both their own feelings, reflecting on issues important to their daily life, as well as those of other faiths and cultures. As a consequence, the school has become increasingly successful in its aim for pupils 'to have high self esteem - respecting themselves, others and the environment'.

Pupils are developing important life skills, such as working as a team and listening to others. They act with understanding and maturity in their roles of 'school councillor' or 'playtime buddy'. They gain an understanding of the world of work as they raise money through the sale of cakes and plants. The school is preparing pupils well for the future in their basic skills of reading, writing and mathematics. Kingfisher Primary has been highly successful in actively promoting a healthy lifestyle, and pupils know that eating healthy food and taking regular exercise are beneficial.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils learn well and make good progress because teaching and learning are good overall and sometimes outstanding.

Teaching and learning in the Foundation Stage are good. Teachers plan and provide interesting activities, such as singing a flower song and dancing a 'boogie' to help Nursery children with their counting skills. Creative and physical development is good and very effective use is made of the outdoor learning area.

In Years 1 to 6, teachers assess pupils well to match work to their individual needs. Behaviour is managed effectively. Skilful teaching assistants successfully help pupils with additional learning needs to achieve well. Occasionally, written work is too demanding and a few slower writers do not complete their work. Some marking of work is good, but it is not consistently so throughout the school. Group targets are set and used effectively, and the school is developing its use of targets to match work to individual pupils well.

The best lessons are carefully planned, lively and maintain pupils' interest well. In satisfactory lessons, tasks do not demand the same levels of involvement. The teaching of mathematics is improving as teachers are successfully modifying their planning and practice, and teachers use ICT well in many lessons to motivate and engage all pupils, boys in particular.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and meets statutory requirements. Staff work enthusiastically to raise standards in mathematics and English and to enrich the curriculum further, by emphasising personalised learning in order to address the needs of every pupil. Parents and staff work well in partnership as they support children's learning in family workshops. The school, working closely with outside agencies, has become a role model for other schools as it aims to further extend the school service into the community.

The curriculum is enriched by a wide range of extra-curricular activities, such as sport and the steel band. Many pupils greatly enjoy keeping fit by working with a professional basketball coach from America and playing football on the Doncaster Rover's pitch! Specialist language teaching enables pupils to get off to a flying start in learning French. The school has also been awarded the 'Gold Artsmark', in recognition of the wide variety of high quality artwork.

### Care, guidance and support

#### Grade: 1

The quality of care provided for pupils is excellent. Child protection requirements and health and safety procedures are extremely well established. Many aspects of pastoral

care are outstanding. Pupils are confident that they will be helped by staff at school in dealing with any personal issues or worries. As a consequence, pupils' personal development and well-being are excellent. 'My child always returns home from school in a happy mood and can't wait to tell me about their day,' commented one parent.

Kingfisher Primary meets its aims to 'provide an ethos of support, challenge, recognition and encouragement to succeed'. Learners' progress is thoroughly assessed, and all groups of pupils are able to make good progress. Although guidance on how to improve their work is not consistently given through marking. Pupils requiring extra support are identified early. Highly committed staff use many different strategies to engage such pupils and boost self-esteem. Very effective procedures are in place to help those with learning difficulties and/or disabilities, helped by very strong links with outside agencies.

## **Leadership and management**

### **Grade: 2**

Leadership is good overall and the headteacher's ability to implement and manage change and build a supportive team is outstanding. The headteacher and his deputy headteacher know the strengths of the school and areas that need to be improved; they work tirelessly for improvement. Senior staff and subject leaders are innovative and effective. The school development plan is appropriately focused on raising standards. It accurately identifies key areas for development and is used well to measure the school's effectiveness.

Monitoring systems to improve teaching are rigorous, and inform the very good professional guidance for all staff. This has brought about significant improvement. However, the monitoring of pupils work through marking and scrutiny of their work is not yet fully developed. Following lower than expected results in 2005, thorough analysis led leadership to target staff training on raising boys' standards and improving the quality of teaching. This has been effective, particularly in mathematics.

Parents and pupils are fully consulted and feel their voices are heard. They are very supportive of the school and the comment, 'My son has only one more year at Kingfisher School and I will be very sad to see him leave,' reflects the comments of many parents who wrote to the inspectors.

Governors work effectively and make sure all statutory requirements are met. They are supportive and prepared to challenge in order to raise achievement. Parents speak highly of the school and feel that their children are treated equally and fairly.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

I would like to thank you all for being so friendly and helpful to the inspectors when we visited your school. We enjoyed sharing your days with you and seeing all the interesting and exciting things you do.

Thank you for showing us your work, playing to us on the steel drums, letting us sit in on your school council, and for taking so much time to talk to us. Please would you thank your parents and carers for all their letters, and for talking to us.

We think you have a very good time at school because your teachers, support staff and helpers care for you very much and do all they can to make sure you do well in your work. They also ensure you grow up to be kind and caring people.

You told us you like your lessons because teachers make learning fun and we agree with you. We think your teachers are very good at using lots of ideas. These include singing French songs and using interactive whiteboards to make lessons more interesting and to help you understand new ideas.

We think your teachers are very good at helping each other and sharing their ideas. It would help you even more if teachers looked at the work in each other's classes, so that they can find out how other teachers mark work. We think it would also ensure you all do writing that is at the right level for each one of you.

With very best wishes to you all, and especially to pupils in Year 6 who will soon be starting at their new secondary school.