



Kingston Primary School

Inspection Report

Unique Reference Number 114954
LEA ESSEX LEA
Inspection number 279484
Inspection dates 20 June 2006 to 20 June 2006
Reporting inspector Mr. Grahame Boyce AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

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|------------------------------------|--------------------|---------------------------|------------------------|
| Type of school | Primary | School address | Church Road |
| School category | Community | | SS7 3HG |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01268 754137 |
| Number on roll | 206 | Fax number | 01268 795601 |
| Appropriate authority | The governing body | Chair of governors | Mr. Eddie Roberts |
| Date of previous inspection | 5 June 2000 | Headteacher | Mrs. Christine Webster |

| Age group | Inspection dates | Inspection number |
|-----------|--------------------------------|-------------------|
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Introduction

The inspection was carried out by an Additional Inspector in one day. During the inspection all classes were visited both with the headteacher and alone. Discussions were held with pupils of all ages. The inspector met with parents, governors and members of staff, and had on-going discussions with the headteacher during the day. Seventy-four parental responses were analysed and their content informed the inspection.

Description of the school

This is an average sized community primary school with 207 pupils. The school is popular and is oversubscribed and many pupils travel quite a distance to gain the education of their parents' choice. The school has few pupils from minority ethnic groups and all pupils speak English at home. The school has an average proportion of pupils with learning difficulties and disabilities, but this number is growing. Pupil mobility is quite low, but many pupils who join the school during the year have had difficulties in their previous school. The majority of pupils come from economically favoured homes and a lower than average number are entitled to free school meals. However, very few parents have had the advantage of higher education. Attainment on entry varies from year to year but, whilst declining, is still broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Kingston Primary is an outstanding school that serves its pupils and the local community exceedingly well. This is chiefly due to the very positive ethos that stems from the head teacher and her leadership team and which permeates every classroom. One parent commented: 'As soon as you walk in through the door you can feel the happy environment and you feel uplifted'. The other key factor is the hard work and dedication of all the staff who work together superbly as a cohesive team. As a result attendance is high because all pupils thoroughly enjoy coming to school and learning is very effective because teachers make lessons fun. The school is a totally inclusive community where the achievements of all pupils are maximised and celebrated. The provision for pupils with learning difficulties and disabilities is excellent and as its reputation in this field grows, it now attracts a growing number of these pupils. Pupils do well from the moment that they start in the school and whilst achievement in English, mathematics and science is good, the overall quality of achievement is outstanding because pupils do so well across a whole range of subjects. Standards are good and much of the work in books and on display in classrooms and shared areas is of a very high quality. Pupils have very highly developed computer skills and apply them well in a range of other subjects. Art work is of a stunning quality and in music pupils sing and play with great skill and enthusiasm, attaining exceptionally high standards. Skills and concepts are very well established and in discussion pupils demonstrate a clear understanding of the topics they have studied. The school is now working hard to further develop its provision for mathematics, which had dipped slightly in the past year and is working hard to get parents fully involved by helping their children at home. The level of parental support for the school is very high and many parents took the time to voice their appreciation to the inspector, for all that has been done for their children. The two main reasons for pupils' outstanding achievement are their very positive attitudes to learning and the consistently good teaching they receive. Whilst one or two of the younger pupils with more serious learning difficulties do sometimes have difficulty maintaining their concentration, any minor disruption is exceedingly well managed by staff, who are firm but patient and consistently set very positive role models. The school is a happy, harmonious community and the behaviour in class and around the school is excellent. Pupils have enormous regard for their teachers and, when questioned, all the pupils considered the staff to be the biggest strength of the school. The personal development of the pupils is of the highest quality and by the time they have reached Year 6, the levels of maturity are outstanding. Pupils have developed a real appreciation of what is important and are happy to discuss a wide range of local and world issues. Whilst being confident and often having strong opinions, they are not arrogant. Pupils make sensible and well-informed decisions when choosing what they eat and a first class programme for personal social and health education helps them to know how to keep themselves safe as they grow up. A parent summed up this aspect of the school very clearly when she wrote, 'My daughter moved here from another school and I can't express enough how pleased I am in her change in behaviour and general approach towards her learning at school - Well done Kingston!' Teaching is extremely effective because not only are the teachers highly skilled and well

organised, but they have the confidence to take risks and present lessons in interesting ways that capture the imagination of the pupils. Pupils in the Year 1 class, for example, were totally enthralled when their teacher donned a Mexican hat and went into role to help them gain a full appreciation of life in that country. The school is committed to exploring the potential of new and often innovative approaches to learning and pupils in the Year 2 class are gaining greatly from their teacher's use of the techniques involved in the 'Mantle of the Expert' approach. The school makes very good use of specialist teachers and coaches and this is having a major impact on standards in ICT, art and music which are much, much higher than are usually found. Assessment and evaluation are generally very well developed and teachers track the performance of each pupil very carefully. However, the school has identified the need to find ways to cross-check its assessments of pupils at the end of their reception year. The curriculum is excellent in that it not only contains all of the required national curriculum subjects, but has additional ones, including French, which is taught in Years 1 and 2 and Spanish, which is taught to pupils from Years 3 to 6. Most work is planned and taught through cleverly integrated topics that fascinate the pupils and give their learning much greater meaning. One older child remarked, 'I love coming to school because you never can tell what is going to happen next. They (the teachers) will do anything it takes to make the learning come alive'. The school makes excellent use of computers in different subjects, giving pupils lots of interesting opportunities to further hone their skills. There is an enormous range of very well supported extra-curricular activities including residential visits which are greatly appreciated by parents and pupils alike. One parent wrote, 'My daughter has developed her confidence enormously due to the extra activities that are provided, such as school trips in Year 5'. The school makes the most of a difficult building and the provision for independent research and study, already a strength of the school, will be enhanced further when the new school library and resource area is completed. The level of care, guidance and support in the school is outstanding and all of the pupils spoken with during the inspection knew whom to turn to if they needed help and sang the school's praises about the ways teachers and other staff helped them to learn. In the words of one parent, 'The care staff are excellent, with some real stars amongst them'. The leadership and management of the school are first class and under the inspirational and very determined leadership of the headteacher the school continues to go from strength to strength. Staff are fully involved in policy decisions and the very considerable involvement of the chair of governors in the day-to-day life of the school is a major strength. There is still scope for other governors to be more involved. Self-evaluation is very well developed and the school's performance is reviewed regularly, leading to the identification of what needs to be done next to make things better. The success of the school is perhaps best summed up in the words of a parent who wrote: 'My two daughters have had a wonderful learning experience at Kingston. Any concerns I have had have been dealt with effectively. We have all had an active part in the school, which has always been encouraged. I would have no hesitation in recommending Kingston to any parent'.

Achievement and standards

Grade: 1

Pupils achieve exceedingly well across the whole range of subjects and are well prepared for their next stage in education.

Personal development and well-being

Grade: 1

As a result of the very high quality of the school's academic and pastoral provision, pupils develop into polite, considerate young adults that are a credit to both their school and their parents.

Quality of provision

Teaching and learning

Grade: 1

Teachers work tirelessly to give their pupils the best and to make learning fun, and are very successful in this.

Curriculum and other activities

Grade: 1

A major strength is the way in which interesting topics result from a skilful weaving together of many different subjects.

Care, guidance and support

Grade: 1

Pupils report that they feel totally safe and cared for and they know exactly how well they are doing. Quite an achievement!

Leadership and management

Grade: 1

The secret of this school's success is that the leadership team have a clear vision for the future and do not know the meaning of the word 'impossible'.

Inspection judgements

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

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 | 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 | 1 | NA |
| The effectiveness of the school's self-evaluation | 1 | 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

| | | |
|----------------------------------------------------------------------------------------------------------|---|----|
| How well do learners achieve? | 1 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress | 1 | NA |

Personal development and well-being

| | | |
|---------------------------------------------------------------------------------------------------------------|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | 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 | 1 | NA |

The quality of provision

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

¹ 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

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | 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 | 1 | 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 |

| | |
|-------------------------------------------------------------------------------------------------------------|-----|
| The extent to which schools enable learners to be healthy | |
| 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 | |
| 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 | |
| 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 | |
| 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

Thank you for being so welcoming when I visited your school recently and for thinking so hard before answering all of the questions I asked you. You were extremely helpful and showed very clearly in everything that you said and did, just what makes Kingston such a special primary school. From the moment I met the four children from Year 6 who so kindly showed me round, it was easy to see that the school is doing an excellent job in turning out young people who really know how to get on with others and can get things done. It does not surprise me a bit that many of you continue to do so well when you move on to local secondary schools. Mrs Webster has brought together an excellent team of staff who really care about what they do and work exceedingly hard to make learning so much fun and make each day a delight. As a result you study loads of really interesting things and produce some lovely work. Some of your art work is beautiful and the quality of your singing is first class. I particularly enjoyed the school song! The school is working very hard to be even better and knows exactly what it has to do. Teachers are already making maths lessons even more interesting and are working out how to help your parents to help you more with your maths at home. I can also see that you can't wait to get into the new library when it is finished. Good luck for the future and if you carry on enjoying school like you clearly do at the moment, I am sure you will continue to do well.