



Kingsleigh Primary School

Inspection Report

Unique Reference Number 133963
LEA Bournemouth
Inspection number 282401
Inspection dates 22 November 2005 to 23 November 2005
Reporting inspector David Curtis RISP

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

Type of school	Primary	School address	Hadow Road
School category	Community		Bournemouth
Age range of pupils	3 to 11		Dorset BH10 5HT
Gender of pupils	Mixed	Telephone number	01202 528893
Number on roll	454	Fax number	01202 532985
Appropriate authority	The governing body	Chair of governors	Mrs Lindsey Tranter
Date of previous inspection	Not applicable	Headteacher	Mrs Jan Collins

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school opened in September 2003, following the amalgamation of Kingsleigh Infant and Junior Schools. It is a much larger than average nursery and primary school, although numbers on roll are declining. Most pupils are White British, with a small number from minority ethnic families. The proportion of pupils with additional learning needs and disabilities is above average. There is a higher than average number of pupils entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection evidence fully supports the school's accurate view of itself as being a satisfactory school. It gives satisfactory for money.

The headteacher has worked incredibly hard to tackle the many challenges and difficulties in amalgamating two schools. The school still operates on two sites, which presents an ongoing challenge in creating a whole-school ethos. Through her efforts and determination, the headteacher has been successful in improving the quality of teaching and learning. As a result, standards are rising in the school and are now broadly average at the end of Year 6. Pupils, especially in Years 3 to 6, now make satisfactory progress, except in all aspects of writing. Teaching in Year 6 and the Foundation Stage is good and so many pupils make good progress. Teaching in other year groups is not as consistent. The school has the clear capacity for further improvement because the progress already made indicates the drive and enthusiasm of the headteacher.

Attendance and punctuality are unsatisfactory. Too many pupils miss either whole lessons or the start of lessons and this limits their progress.

Children start the nursery with standards which are well below expectations for three-year-olds, especially in language and personal development. As a result of good teaching, children make good progress in the Nursery and Reception. By the time they start Year 1, most are working within the goals they are expected to achieve.

The school carries out rigorous assessment of pupils' progress by gender and ability. However, pupils are not sufficiently aware of the individual targets which would help them to improve their work.

What the school should do to improve further

- ensure that all pupils make better progress in writing stories, poems and factual accounts and improve their handwriting and spelling skills
- improve the consistency of teaching across the school so that a much higher proportion is good
- work with parents and pupils to improve attendance and punctuality
- give pupils a greater understanding of what they need to do to improve their work through teachers' marking and by sharing targets with pupils.

Achievement and standards

Grade: 3

By the end of Year 6, standards are broadly average and all pupils, including those with learning difficulties and disabilities, make satisfactory progress. Progress from the Nursery to the end of Year 2 is good. Significant weaknesses in standards and progress in Years 3 to 6 which were evident in 2004 were addressed successfully in 2005. Standards and progress continue to improve this year as a result, in particular, of consistently good teaching in Year 6. Pupils are on course to meet the challenging

targets set. The issue of more able girls underachieving in mathematics has been resolved. Writing of stories, poems and factual accounts remains an area for further improvement, especially amongst boys, who underachieve in comparison with girls. The school is very aware of the issue and is determined to make writing more interesting and exciting for boys. Standards in handwriting are not good enough and too many pupils are careless with their spelling. Teachers are not rigorous enough in reinforcing high expectations in these two areas. Standards in speaking and listening are good. In paired discussion, pupils really do value one another's opinions. Pupils are fluent readers and particularly enjoy reading to an audience.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. Those pupils who attend the school regularly and who arrive on time enjoy school and work hard. However, attendance and punctuality are unsatisfactory. As a result, the progress of pupils who are late or regularly absent is impeded because they miss important lessons or parts of lessons.

Behaviour in lessons is mainly good. Pupils agree with this, although they show concern that a very small number are 'out of control' at times. There has been a significant decrease in the number of exclusions over the last two years. The very sensible way pupils discuss questions and issues with each other shows that relationships are good.

Spiritual, moral, social and cultural development is satisfactory. Pupils enjoy receiving merits for good work and behaviour. Most know right from wrong. They are keen to take on responsibilities and are enthusiastic in joining after-school clubs.

Pupils have a good awareness of the need to be fit and healthy. They enjoy setting rules for their classes. Through serving on the school council or voting for its members, pupils learn about the democratic process. Rapidly improving progress in learning basic skills in literacy and numeracy means pupils are now well prepared to contribute to society's economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good teaching in the Foundation Stage and in Year 6. Inconsistency of teaching in other year groups is because of weaknesses in planning for the needs of all pupils. Too many lessons lack pace and liveliness. In the best lessons, teaching is inspirational and clearly focused on motivating pupils to learn and make progress. As a result, pupils enjoy their work and try very hard to meet the challenges set.

Teachers do not pay sufficient attention to the quality of handwriting or to standards in spelling. This remains a weakness in an otherwise improving picture of pupils gaining confidence and skills in creative as well as formal writing. Encouraging pupils to use

their ideas and imagination in writing is a strength of good teaching, especially in Year 6.

Teaching assistants make a valuable contribution to supporting pupils, particularly those with learning difficulties and disabilities. They and class teachers work together productively. Recent in-service training has improved teachers' understanding and use of assessment and how it can be used to plan future learning. However, teachers do not set targets for learning with the pupils themselves, although there are plans to do so. Teachers' marking does not always tell pupils how to improve their work.

Curriculum and other activities

Grade: 3

The school provides a broad and balanced curriculum which is enriched by regular visits to local places of interest and events, such as performances by visiting theatre groups. Pupils value the opportunity to learn French and often use it when answering the register. They participate enthusiastically in lunchtime and after-school provision, including sports clubs.

The school is wisely working on developing a more creative curriculum with stronger links between subjects and a high quality of provision in art and music. It will be working in partnership with the local secondary school, now a Performing Arts College.

The programme for personal, social, health and citizenship education ensures that pupils understand the importance of staying safe and healthy, treating each other with respect and trying hard in all school activities. The school council are conscious of their responsibilities and their recommendations are acted upon, as appropriate.

Care, guidance and support

Grade: 3

The school works effectively to ensure pupils work in safe and secure surroundings, despite some very old temporary accommodation. It has good child protection procedures, with all staff having received training. There is strong support for pupils with personal as well as learning difficulties. The headteacher and staff are all aware of the importance of good relationships and focus successfully on raising pupils' self-esteem.

The school plans to develop pupils' participation in setting their own targets for learning. Parents are kept informed of their children's progress and particularly appreciate the support given to those with learning difficulties or disabilities.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory, with good features. The headteacher provides good leadership. She is totally focused on raising standards

and improving teaching and learning, with a clear vision for the future. She is ably supported by the senior leadership team in driving forward the school's work.

Subject leaders in English and mathematics are taking on more responsibility by monitoring their subjects. They understand the strengths and weaknesses. The results of their work are seen in improving standards. The school realises that there is more to be done to develop the skills of subject leaders in other subjects.

The use of data to analyse where improvement is needed and to set pupils' targets is improving. However, not all pupils are aware of their targets, and the use of data is inconsistent. Increased liaison between different year groups is developing good practice. Information gleaned from the comprehensive amount of monitoring is being used well. The school is developing a more consistent approach to self-evaluation, through effective support from the local education authority. It is more effective in identifying strengths and weaknesses in its performance. The school seeks the views of parents and pupils and acts upon them where appropriate.

The governing body is supportive and committed to improving the quality of education. Governors have a realistic understanding of the school's strengths and weaknesses. They recognise that they need more first-hand evidence in order to hold the school to account more effectively. Important policies, such as those for child protection and for health and safety, have not been ratified.

In view of its successful record in raising standards and improving teaching in the last year, the school's capacity for further improvement is good.

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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>	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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Kingsleigh Primary School, Hadow Road, Bournemouth, BH10 5HT

November 2005

Dear Pupils,

Thank you very much for making us so welcome when we visited your school recently. In particular, we would like to say a big thank you to the school council for giving up time to talk to us.

These are some of the things we liked about your school:

- you behave well in lessons, although we do agree that a small number of your classmates do not always behave well
- you are polite, friendly and very welcoming
- we liked the way you speak and listen to each other
- you are confident in reading to an audience
- you know they will help you if you have a worry or problem.

There are a number of important things that you and your teachers need to do to make your school better:

- you need to take much greater care with your spelling and handwriting and you need to improve your writing of stories, poems and factual accounts
- your teachers need to work harder to make sure more of your lessons are good
- many of you need to make sure you come to school every day and arrive on time, so that you do not miss important lessons
- teachers need to help you understand how you can improve your own work even more by giving you targets to achieve.

Yours sincerely

David Curtis Lead inspector