



# Kingsmead Primary School

## Inspection Report

**Unique Reference Number** 134336  
**LEA** Cheshire  
**Inspection number** 282558  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Mr Joe Peacock 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>	Dukes Way
<b>School category</b>	Community		Kingsmead
<b>Age range of pupils</b>	4 to 11		Northwich, Cheshire CW9 8WA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01606 333470
<b>Number on roll</b>	199	<b>Fax number</b>	01606 333471
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs S Whitehead
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Ms Catriona Stewart

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 282558
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This new school, which opened in September 2004, is in an award winning, all wooden building specifically designed for learning in the 21st century. It is smaller than most primary schools, nationally. Pupils have arrived from 17 different schools and almost all are from a white British background. A very small number speak English as an additional language. The number entitled to free school meals and those with learning difficulties and/or disabilities are well below average. Attainment on entry to the school is above average.

## **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 an effective school which gives good value for money. The headteacher is an inspiration to all and has achieved a great deal since the school opened. New systems are being introduced rapidly and successfully to develop all aspects of the school. Inspectors mostly agree with the school's self-evaluation. The personal development and well-being of pupils, although impressive given their short time in school, are good rather than outstanding. The quality of teaching and learning is good, including in the Foundation Stage, and all pupils make good progress. Mathematics has been greatly improved following a weak performance by Year 6 pupils in the 2005 national tests, because of exceptional work by the subject leader. Standards in English and mathematics are now well above average and are average in science. Pupils achieve well. The assessment of their progress is good in English and mathematics but there is insufficient information available for other subjects. Pupils have been set targets but many are not clear about what is expected of them. The building is of extremely high quality but the school grounds, including the outdoor area for Reception children, are not yet sufficiently well developed. Parents are as proud of the new school as their children and are very supportive. Governors are highly effective and are fully involved in the challenge of developing the school. Inspectors judge the school's capacity to improve further as good, rather than outstanding as judged by the school, as so many developments are new and their impact has not yet been evaluated.

### What the school should do to improve further

- Provide more opportunities for pupils to carry out investigations in science.
- Continue to improve assessment procedures in order to give a clearer picture of pupils' progress in all subjects and use the information more effectively to set specific targets for future learning.
- Develop the outdoor provision for all pupils and in particular provide a more imaginative outdoor play area for Reception children.

## Achievement and standards

### Grade: 2

Pupils achieve well. In Reception, children are making good progress and are on course to achieve the targets expected of them well before the end of their Reception year. In Year 2, standards in reading, writing and mathematics are above average and pupils' progress is good. There is no significant difference in attainment between boys and girls in the current Year 2 class. A strong emphasis on improving writing is beginning to have a marked effect. There are good opportunities provided for pupils of all ages to use their reading and writing skills in literacy and across all subjects. Caution is needed about drawing conclusions from the performance of Year 6 in the 2005 national tests, as only nine pupils were involved. Inspection evidence clearly shows that current standards in Year 6 are well above average in English and mathematics and pupils are making good progress. In science, standards are average, although pupils do not have

sufficient opportunities to conduct experiments or investigations. Achievement has improved in Year 6 due to the quality of teaching in this class and effective work by subject coordinators aimed at raising standards. Pupils with learning difficulties are supported effectively by teachers and teaching assistants and most achieve well. More able pupils and the few minority ethnic pupils are sufficiently challenged and most are expected to make good progress.

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

### **Grade: 2**

Pupils are extremely proud of their new school. Behaviour in lessons is exemplary with pupils showing respect and consideration for others. However, there was some boisterous play outdoors due in part to the under-developed play area and this is partly why inspectors judge personal development to be good rather than outstanding. Pupils willingly accept responsibility and are cheerful, polite and helpful. A school pupil council has been established and the 'buddies', who help to look after pupils at breaktimes, are trained negotiators in solving problems. Pupils take their responsibility seriously. Attendance is well above the national average. Pupils' spiritual, moral, social and cultural development is good. Pupils develop self-esteem and confidence because their different achievements are valued and rewarded. All gain a very good knowledge and understanding of world religions and cultures through lessons and links with two schools, one in Africa and one in China. Pupils understand, very well, how to keep safe and healthy although some continue to eat unhealthy snacks at break times. All are encouraged to become environmentally aware because of their innovative eco-friendly school building. It shows, for example, how much rainwater from the roof reservoir has been used to flush the toilets. Pupils are aware of the importance of achieving good academic standards as a means to future employment. Good punctuality and their ability to collaborate with others are good starting points for future success in the workplace.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning are good. Some examples of outstanding teaching were seen in Years 3, 4 and 6. Challenging tasks, which captured pupils' imagination such as working out wedding costs, a demanding pace and excellent relationships were the key features. In the Foundation Stage, which is the Reception class, the quality of teaching is good. The enthusiasm of the teacher and enjoyable activities successfully engage children's interest.

In Key Stages 1 and 2, strengths include, the good relationships between staff and pupils, skilled questioning to check on learning and the good match of work to pupils' needs. Teachers' planning includes good opportunities for pupils to use their literacy, numeracy or computing skills in most subjects. Following a science based visit to

Spaceport, for example, pupils in Year 2 used their factual knowledge to create a poem in a literacy session. Searching for an unusual last line, 'astronauts knitting' was chosen by one pupil. Teaching assistants effectively support pupils who need help, including those who need help in speaking English.

Aspects which need improvement include teachers' marking, except in Years 4 and 6 where it is exemplary, and planned opportunities for pupils to work independently on investigative work in science.

## **Curriculum and other activities**

### **Grade: 2**

Curriculum provision is good and it meets statutory requirements. The school is increasingly providing interesting and relevant experiences for pupils by planning activities that bring together learning from several subjects. For example, Year 3 pupils applied their scientific knowledge and speaking and listening skills in art and design. In science, however, pupils do not have enough opportunity to work independently in groups. The school has introduced three modern foreign languages and the curriculum experience for pupils taking Italian is outstanding. Provision for pupils' personal and social development is a strength throughout the school. Pupils' learning is enriched by a wide range of visits and the school provides many sporting opportunities. There is a strong emphasis on music and all pupils learn to play an instrument.

The school's accommodation and resources greatly enhance the curriculum. The stunning building is a rich resource for learning and is used well for developing pupils' environmental awareness. The outdoor provision is disappointing by comparison, particularly for the Reception class, as it has not been imaginatively developed.

## **Care, guidance and support**

### **Grade: 2**

The care provided by the school is good. Pupils with learning difficulties and vulnerable children are well supported. The school's good pastoral provision supports and reinforces all pupils' academic, emotional and personal development. Adults use praise well and, as a result, pupils show positive attitudes, politeness and consideration which result in good behaviour. Pupils feel confident that there is always someone they can turn to for help.

Child protection and health and safety procedures are in place. Arrangements for settling new children into the Reception class and main school are good. The school has already established good links with the high school to facilitate a smooth transition for pupils. Pupils, however, are not supported as well as they could be in understanding their own learning needs. For example, targets for improvement are not specific enough to inform their future progress and marking is not consistent across all classes.

## Leadership and management

### Grade: 2

Leadership and management are good with some outstanding features. The headteacher is providing outstanding leadership in developing this new school. She has established a clear vision and is supported by an able and talented leadership team which is working skilfully to move the school forward. In bringing together pupils from many different schools, the headteacher has focused on and succeeded in creating a good social and emotional environment in which pupils can learn. There is a clear focus on developing teamwork and empowering staff. Consequently, the quality of teaching and learning in this new school are good and expectations are high. Performance management targets set for all staff are clearly linked to school improvement and to raising achievement. Systems to monitor the curriculum, teaching and learning and pupils' progress have quickly been put into place and are well managed at all levels. Those for assessment and tracking of pupils' progress are in the early stages, however, and so their longer term impact is yet to be seen. The leadership team maintains a strategic overview of performance and this clearly demonstrates good capacity for further improvement

The highly effective and well informed governing body fulfils its statutory responsibilities efficiently. They challenge and support the school and have a clear understanding of school improvement issues. Pupils, parents and governors are consulted on many issues and the school values their contributions. Parents are extremely proud of the school and this is reflected in the very positive questionnaire responses. The budget is carefully managed. Value for money 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>	<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?	2	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	2	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	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>	2	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	1	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	2	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	1	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**

As you know, we visited your school recently and we would like to thank you for talking to us and making us feel so welcome. We were very impressed with the amazing new building!

We looked at many of the things you do in school and talked with your teachers and some of the people who help you, as well as a few of your parents. We thought that you worked really hard and could tell that you and your families are proud of the school. These are some of the things that we really liked:

- your headteacher is doing a fantastic job helping the new school to work well. It's hard to believe that it has been open for such a short time
- you have such good teachers and they work so well together as a team
- all the school staff work very closely with your parents to make sure that you are safe, well cared for and happy when you come to school
- there are interesting things for you to do, including after school clubs. We particularly liked the opportunity you all have to play a musical instrument and speak French, Spanish and Italian
- you are trying hard to learn important skills, including how to stay healthy. It is a pity that some of you still eat such unhealthy things at playtimes.

We have asked your headteacher, staff and governors to try and improve three things:

- we would like to see you have more time to work in groups in science to do investigations or experiments
- your teachers need to check more thoroughly how well you are doing in all of your subjects and give you special targets to help you to improve your work
- we were disappointed that the school grounds were nowhere near as impressive as your new building.

We hope that you will continue to work hard for your teachers. Thank you again for the lovely warm welcome.