



Kinson Primary School

Inspection Report

Unique Reference Number 113724
Local Authority Bournemouth
Inspection number 289703
Inspection dates 5–6 December 2006
Reporting inspector Susan Wheeler HMI

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

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|---|--------------------|-------------------------|----------------------|
| Type of school | Primary | School address | School Lane |
| School category | Community | | Kinson |
| Age range of pupils | 4–11 | | Bournemouth BH11 9DG |
| Gender of pupils | Mixed | Telephone number | 01202 572713 |
| Number on roll (school) | 319 | Fax number | 01202 582926 |
| Appropriate authority | The governing body | Chair | William Magowan |
| | | Headteacher | Liz Thomasson |
| Date of previous school inspection | 25 February 2002 | | |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Kinson is a large primary school with specialist nurture groups for pupils in each key stage. The vast majority of pupils come from White British backgrounds and some of those from minority ethnic groups are learning English as an additional language. Children start school with skills and knowledge which are generally below average, particularly in communication, language and literacy. Almost a third of the pupils have learning difficulties and disabilities which is above the national average. The number eligible for free school meals is also above the national average. The school has a national award for achievement, has 'Healthy Schools' status and was the first school in the country to gain the Marjorie Boxall Award for nurturing children. The school has its own breakfast club and there is after-school care run by a private provider. A private pre-school is on the school's site.

Key for inspection grades

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| 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. The overwhelming majority of parents agree that the school is doing a good job and one commented on the 'fantastic introduction to school life' their child had received.

The leadership and management have accurately identified the strengths of the school and know what needs to be improved. Pupils' achievement is good overall and standards are average although attainment in mathematics is lower than in English and science in Key Stage 2. The strategic leadership team works hard to improve standards and has introduced a more creative approach to the curriculum which is already showing an impact on pupils' attitudes to learning. The good leadership and management have prioritised what needs to be done and are gaining from the well targeted guidance provided by the local authority. The governing body provides good support and is committed to helping the school improve. To enhance pupils' education and well-being further the school has formed outstanding partnerships with other agencies. These include behaviour support and a very innovative link with the speech and language therapist.

The headteacher is accurate in her monitoring and evaluation of teaching and this has brought about good improvements. This monitoring has also meant that additional support is focused very effectively to ensure the greatest impact on pupils' achievement. The data collected on pupils' learning, whilst good, are not used fully enough to ensure targets are sufficiently challenging, particularly in Key Stage 2. The school has very good systems in place for identifying and supporting vulnerable children and this is a strength of the school.

Teaching is good overall. Lessons are interesting and many have very practical aspects which help pupils to become more involved in their learning. However, expectations of the more able pupils are not high enough in a minority of lessons. The support and guidance provided by the highly skilled and effective learning support assistants is excellent, especially for those children in the nurture groups and the high proportion of pupils with learning difficulties and disabilities. Provision is also good in the Foundation Stage.

The school is a very lively, attractive and caring place where children are appreciated for their individual qualities. The curriculum is outstanding and is enriched by an excellent range of additional activities and facilities including the nurture groups. Pupils enjoy school and are eager to contribute to school life. They work hard to support various charities and local projects including enhancing the environment. They are developing very good social skills and improving their basic skills which will help them as adults. They feel extremely secure at school and know how to keep healthy through physical activity and what they eat.

Since the last inspection the school has taken effective steps to make the improvements necessary. The school should be proud of its achievements, particularly for those pupils with learning difficulties and disabilities. The capacity to improve further is good.

What the school should do to improve further

- Raise standards in mathematics in Key Stage 2.
- Make better use of the good data collected to provide more challenging targets, particularly in Key Stage 2.
- Ensure that the more able pupils are given appropriate challenge to help them reach higher standards.

Achievement and standards

Grade: 2

Pupils' achievement is good overall. Children's levels of ability and knowledge when they start school are below the national expectations for their age, especially in speech and language skills, but the substantial progress they make in Foundation Stage and through Years 1 and 2 enables them to achieve broadly average standards at the end of Key Stage 1. The school is particularly good at developing pupils' language skills. Foundation Stage data indicate that attendance at the on-site playgroup has a positive effect on standards when they move into school. Progress slows when pupils enter Key Stage 2, partly as a result of relatively low expectations, but picks up again in Years 5 and 6. Standards in Key Stage 2 national tests have been below average recently, but the trend shows signs of improvement. The current Year 6 pupils have made broadly satisfactory progress in mathematics and good progress in reading and writing.

There are no significant differences in learning between boys and girls or children from minority ethnic groups. The majority of pupils with learning difficulties are making good progress. Some of the more able pupils are not making the expected progress relative to their abilities because work provided does not always challenge them.

Personal development and well-being

Grade: 2

Pupils' personal, spiritual, moral, social and cultural development is good. The school is a very happy and welcoming place and pupils enjoy being there. Pupils say of their learning, 'Sometimes hard things are changed into a game so that you will enjoy it.' However, despite all the good procedures the school has in place to ensure that pupils come to school, attendance is below average because many families take holidays during the school term. Pupils behave well in lessons and on the playground. They take seriously the many responsibilities they are given around the school such as helping in the dining room and the school office. Older pupils look forward to being a 'buddy' to younger ones and all pupils know how to solve friendship difficulties or who to go to if they need extra help. They are confident that any occasional bullying will be sorted out. Through the school council pupils know their views are valued highly and acted upon. They are extremely well informed about keeping safe and have been instrumental in making many beneficial changes in safety to the school site. All of these opportunities help to prepare pupils well for the future. They are well informed

about healthy eating and exercise and take advantage of the many clubs arranged for them, especially the very wide range of sporting activities. Pupils really enjoy the healthy school lunches and think that snacks of fruit are a good idea too. Their plans to send Christmas gifts to Estonia and the many certificates they have gained raising money for other charities show their very caring attitude to others.

Quality of provision

Teaching and learning

Grade: 2

The school, led very effectively by the headteacher, has worked hard to improve the quality of teaching through a systematic and effective programme of monitoring and training. It is now good and this is improving the pupils' progress through the school. Teachers prepare conscientiously and are well organised, so that pupils know what is expected of them. There are good relationships between staff and pupils; this produces a settled and productive working atmosphere in most classes. Pupils are involved in their own learning, for instance, by reflecting on how well they have learnt in a lesson or how effectively they have co-operated with a partner. Support staff provide excellent assistance to teachers and make a substantial difference to the learning of many pupils, especially those with learning difficulties. This is an important contributory factor in helping these pupils make good progress. Teachers use good strategies to inform pupils what they should be learning and explain new concepts well. Staff use questioning effectively to find out what pupils know and give good verbal feedback on how well they are doing. Sometimes, however, the more able pupils are not moved on to harder work quickly enough or asked questions that challenge them sufficiently.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. In the Foundation Stage, it provides extremely well for the needs of the young children, helping them to learn in a fun and exciting way. Pupils in the rest of the school are benefiting well from the new approaches to the curriculum, which make learning more interesting, and it is beginning to have an impact on their achievement. The curriculum is exceptionally well adapted to the needs of the children in the nurture groups and those with learning difficulties and disabilities especially in speech and language.

Excellent links are made between subjects; for example children in Years 1 and 2 were working on retelling the Christmas story whilst developing their skills in information and communication technology. There are outstanding opportunities provided which enrich the curriculum. These include timetabled French and Spanish lessons, a wide variety of clubs, visits and visitors as well as activities decided upon by school council, for example, circus and trampolining skills. There are also specific activities to extend the thinking skills of the more able pupils. The breadth of the curriculum fosters pupils' enthusiasm for school and prepares them well for the next stage of their education.

The breakfast club and after school care also offer a breadth of additional opportunities to pupils.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for all pupils, including those who are vulnerable, is good with outstanding features. Provision for pupils' pastoral care and safety on a daily basis is exemplary. All pupils are very well known to staff, they are especially well looked after and feel safe and secure in school. This contributes substantially to the pupils' sense of well-being and their enjoyment of learning. Parents confirm this view. Some pupils join the school with emotional difficulties and low self-esteem, but because of the very good support in the nurture groups they grow in confidence as they progress through the school. Provision for pupils with learning difficulties and disabilities is very good. They achieve well because they benefit from carefully organised and effective support both from school staff and outside agencies. The school's recent development of strategies to help pupils with speech and language difficulties is outstanding. Marking gives helpful guidance to pupils on the progress they are making and most know their targets. However, this is inconsistent across the school and not all pupils are fully aware of what they must do to improve and enable them to move on to the next stage in their learning. The school's methods of monitoring and tracking progress are good, but some individual targets for pupils in Key Stage 2 are not challenging enough.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a very strong commitment to ensuring that the pupils do as well as they can through an interesting, supportive and exciting time in school. A common sense of purpose amongst staff has been developed with clearly identified priorities for improvement. Through the promotion of good teaching, the school is raising pupils' attainment. The governors are developing appropriate skills to challenge the school in its ongoing drive towards raising standards and achievement. The excellent partnership working with the local authority and other agencies is extremely successful. This is particularly evident in the regular video-conferencing link with the speech and language therapist, as it enables all the pupils with these specific difficulties to receive ongoing support in school. Most parents are very positive about the work of the school and one summed it up as a 'happy community that is concerned with all aspects of education and welfare of the children'. A very small minority of parents expressed concerns about other issues, some of which were linked to communication with them, which the school is working on.

Financial management is closely aligned to the school's priorities for improvement. Resources are of good quality and the school makes full use of its buildings and grounds. This extends to the community's use of the facilities and involvement of parents in activities, all of which raise the profile of the school.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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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? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| 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 | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, 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

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|---|---|
| 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 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 1 |
| 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 the 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 |

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

Leadership and management

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| 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 | 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, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us feel so welcome in your school, for answering our questions and sharing with us what you do. We talked to your teachers, your headteacher and governors as well as some of the pupils on the school council. We think your school is giving you a good education and is a friendly place to be.

- What we liked about your school:
 - You are polite and helpful to each other and to adults.
 - Lessons are interesting and most of you try hard to do your best.
 - The displays around the school really show all the exciting things you are learning.
 - You behave well and you like being given special jobs.
 - You enjoy coming to school, going on visits and having visitors.
 - The school lunches are very popular and help you to eat healthily.
 - Your teachers listen to you and the school council certainly gets a lot of things done.
 - The work you do for charities and fund-raising for your school is very good.
 - The staff look after you extremely well and that makes you feel very safe at school.
 - Your headteacher is working hard with all the staff to make your school even better.
- What we have asked your school to do:
 - To help the older children to do better in mathematics.
 - To use all the information teachers have about your learning to set targets that help you to do the best you can.
 - To make sure that those of you who find the work easy have to think harder and learn more.

We know you will try to help your school become even better and hope you continue to enjoy life at Kinson Primary.