

# Kingsley Primary School

## Inspection report

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<b>Unique Reference Number</b>	121915
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	292260
<b>Inspection dates</b>	2–4 May 2007
<b>Reporting inspector</b>	Lois Furness

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nova Keown
<b>Headteacher</b>	Christine Newton
<b>Date of previous school inspection</b>	1 April 2002
<b>School address</b>	Wallace Road Northampton NN2 7EE
<b>Telephone number</b>	01604 713822
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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves an area of above average social deprivation. Most pupils are White British, although 10 minority ethnic backgrounds are also represented. There is a high proportion of pupils with learning difficulties, and of pupils who have English as an additional language, a half of whom are at an early stage of learning English. The school expanded in September 2004 to admit pupils aged 9 to 11, following a local authority reorganisation of primary education. The school is currently in the middle of a major building programme. Children enter Foundation Stage with skills that are below those expected for their age. The current headteacher was appointed in January 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

The school's overall effectiveness is inadequate because standards are too low and achievement is unsatisfactory. As a result, in accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Children do not get off to a good start in the Foundation Stage, where provision is inadequate. Although teaching and learning are good for some children in Reception Year, for others it is inadequate. This means that the majority of children enter Year 1 with skills that are well below what they should be. Progress continues to be unsatisfactory and by the time pupils leave in Year 6, standards are exceptionally low, especially in English, mathematics and science. Therefore, pupils are not prepared well enough for the next stage of their education.

The school knows that provision is inadequate. The headteacher accurately identified over a year ago that teaching and learning were unsatisfactory. As a result, she enlisted the support of the local authority (LA). Although this support has made some inroads, it has not been sufficient to halt the decline in standards, notably in Years 1 and 2, where standards are expected to fall even further this year. Teachers do not have high enough expectations of pupils and the pace of learning is not swift enough. Lesson planning is ineffective, as assessment information is inaccurate and consequently activities do not adequately meet pupils' needs. Pupils with learning difficulties make satisfactory progress when they are supported by teaching assistants. Those pupils who are at an early stage of learning English receive effective bilingual support that enables them to make good progress. Although weaknesses are known, some staff and governors have been unwilling to change and this resistance has prevented the school moving forward fast enough. Subject leaders do not provide sufficiently clear direction. Although governors now understand that they are accountable for the standards pupils attain, this realisation has been too late to help the headteacher eradicate the weaknesses in provision. Leadership and management are inadequate. However, the headteacher has had some successes. Parents and pupils are appreciative of the changes. Typical comments from parents include, 'It has hugely changed with the priority now being back with the pupils.' Behaviour, which was a concern a year ago, is now satisfactory. Pupils' personal development and well-being are satisfactory and the majority of pupils enjoy school. They say they feel safe now and if they have a problem there is someone who will listen to them. They know the importance of leading a healthy lifestyle and enthusiastically take part in the many good sporting opportunities that are offered to them. Attendance, although below average, is starting to improve as a result of the effective measures introduced by the school.

Care, guidance and support are inadequate. Pastoral guidance is satisfactory but there are weaknesses in the academic guidance provided. A good system has recently been introduced to assess and track the progress of pupils over time. However, information is not always accurate and therefore has had limited influence on pupils' achievement. Although the curriculum is inadequate, as it does not meet the range of pupils' needs adequately, including those of the Reception class children, enrichment is good. Pupils say how much they enjoy the good range of clubs and other activities that is offered by the school.

## What the school should do to improve further

- Improve the quality of teaching and learning in order to raise standards and achievement in English, mathematics and science.
- Improve provision in the Reception class.
- Develop teachers' skills in making accurate assessments so activities can be matched to the range of pupils' needs.
- Strengthen governance and the leadership and management skills of subject leaders so the headteacher receives more effective support to eradicate weaknesses in provision.

## Achievement and standards

### Grade: 4

Pupils do not make enough progress during their time at school. Too many make poor progress in Reception Year, because of some inadequate knowledge of how children learn. Standards are well below those expected by the time they enter Year 1. There are notable weaknesses in children's knowledge of names of letters and sounds, writing, reading and aspects of mathematics. By the end of Year 2, standards are significantly well below average in reading, writing and mathematics and are expected to decline further this year. There is a similar picture in Years 3 to 6, where standards remain significantly well below average. Pupils underachieve because teaching and learning are not good enough and work is not consistently and accurately matched to their needs. Assessment information is not accurate and consequently teachers are not able to set pupils challenging, tailor-made individual targets for improvement.

Pupils who have learning difficulties make the same rate of progress as other pupils. They, too, underachieve over time, although they make satisfactory progress when working with teaching assistants. Pupils who are at an early stage of learning English receive good bilingual support.

## Personal development and well-being

### Grade: 3

Pupils say they enjoy school. 'It is much better this year,' says one Year 6 pupil, while another comments, 'I feel much safer.' Behaviour is now satisfactory and pupils say there are very few instances of bullying. Spiritual, moral, social and cultural development is satisfactory. Pupils respond positively to the opportunities to develop an understanding of the importance of the community through activities such as being school council members and buddies to younger children.

Pupils appreciate and support the efforts made for them to adopt a healthy lifestyle. For example, an increasing number take part in the widening range of physical and sporting activities now available. They know how to keep safe and understand the dangers of drugs and alcohol. The acquisition and application of the key basic skills of literacy, numeracy and information and communication technology (ICT) are not sufficiently developed to prepare pupils adequately for future life.

## Quality of provision

### Teaching and learning

#### Grade: 4

Although mainly satisfactory teaching was seen during the inspection, this is not good enough to overcome the weaknesses in teaching of the past and the rate of pupils' learning is not fast

enough. Teachers do not have high enough expectations of what pupils are expected to learn and the pace of lessons is slow, with too much time spent listening to the teacher talking. Pupils become restless and learning is adversely affected by minor behavioural problems. Teachers do not plan well enough for the range of needs within their class because they do not have accurate information to identify what pupils already know, understand and can do. Teachers cannot, therefore, plan work to drive pupils' learning forward.

## **Curriculum and other activities**

### **Grade: 4**

The curriculum meets statutory requirements and is at an early stage of establishing links across subjects in order to make learning more meaningful and enjoyable. Planning is improving but does not consistently meet the range of pupils' needs and capabilities. The Reception class curriculum is not good enough despite the support of the LA. The importance of the teaching of letter names and sounds is not recognised and the use of the outdoor area as a valuable learning environment is inadequate. Activities are not planned well enough to ensure that children are learning whilst playing.

Enrichment of the curriculum is good and improving. Special events, such as World Book Day, theatre in school and the provision of a sports coach to support healthy living and raise pupils' self-esteem, adds interest to pupils' learning. The very recent introduction of up-to-date computers is beginning to provide improved opportunities for pupils to develop their ICT skills. A good range of extra-curricular activities is now provided, many of which further support the healthy development of pupils.

## **Care, guidance and support**

### **Grade: 4**

Procedures for ensuring pupils' safety and well-being are securely in place. The raising of the pupils' low self-esteem and enthusiasm has primarily been through the introduction of sporting activities and competitions. This strategy to place pupils at the heart of the school is working, and pupils say they feel valued. Effective strategies are also beginning to improve levels of attendance and punctuality. Vulnerable pupils are given sensitive support by the learning mentor. Pupils throughout the school say they feel safe knowing there is an adult who will listen to them.

The tracking of pupils' progress is unsatisfactory. Work has begun on a new system but assessments are often inaccurate. Improvements have been made in marking but 'next steps' to improve are not always clearly indicated. The individual learning programmes for pupils with learning difficulties are good and well written, but their effectiveness is limited as teachers do not use these programmes well enough when planning pupils' work. Provision for pupils at an early stage of learning English is good when they are receiving one-to-one support.

## **Leadership and management**

### **Grade: 4**

The headteacher has an honest and realistic picture of the school's strengths and weaknesses and self-evaluation is accurate. On her appointment, she quickly identified weaknesses in provision and enlisted LA support. Her clear direction has brought about better behaviour and improving attendance. Parents voice their appreciation of the improvements that they have

seen. 'The school has come on leaps and bounds over the last year,' is a typical comment. However, despite LA support and some small changes for the better in teaching and learning, the pace of improvement is not quick enough and she has been unable to rectify the decline in standards. Managing difficult personnel issues, including a resistance to change by some staff and governors, has sidetracked the headteacher in her effort to move the school forward. Not all staff are totally committed to making this school a better place. Agreed practices, for example regular teaching of letter names and sounds, are not followed rigorously. At present, subject leaders and the Foundation Stage leader do not provide sufficiently clear direction to influence standards.

Governors are now supportive but have not been rigorous enough in challenging the school to improve. Some newly appointed governors recognise that the impact of governors on school improvement has been unsatisfactory and know the headteacher needs support in order to turn this school around. Improvement since the previous inspection is inadequate and at present the school lacks the capacity to improve further.

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## Annex A

## 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>
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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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4
<b>How well are learners cared for, guided and supported?</b>	4

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

8 May 2007

Dear Children

Inspection of Kingsley Primary School, Northampton, NN2 7EE

Thank you all for making us so welcome and helping us when we visited your school. We were pleased to see that since the appointment of your headteacher some things have improved, such as behaviour and how much you enjoy school. Some of you told us that your new headteacher has introduced lots of new things, such as more sporting activities and the choir, both of which you really enjoy. We heard the choir on the first day of inspection, and thought how well you all sang. Well done! We were glad that your parents also thought that things were much better now.

We were pleased to know that you feel safe in school and say that adults will always listen to you if you have a concern. It is good to know that you know the importance of eating healthily and taking regular exercise. However, some of you do not attend school as regularly as you should and we know the school is trying hard to improve this. If you can, please try to help the school to reach its attendance target.

Now, although there are things we are pleased about, we think that you are not having a good enough education and your headteacher needs help to make sure that things improve. We think that you should be learning much more in English, mathematics and science. So, we have asked your teachers to make sure they check carefully the things you know already and then give you work that makes you all think hard. Some of the children in the Reception Year are not learning as much as they should and activities planned for them should make sure they are learning whilst they are playing.

We think your headteacher knows exactly what to do to make things better and so we have asked everyone, including you, to help her as she tries to make this school a better place for you to learn. There will be more inspectors visiting your school regularly to see how well you are getting on. We are sure you will work hard and do your very best every day to help the school to improve.

Yours sincerely

Lois Furness Lead Inspector