

# Kingston Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	108490
<b>Local Authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	301736
<b>Inspection date</b>	13 March 2008
<b>Reporting inspector</b>	Derek Neil HMI

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>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Wynne
<b>Headteacher</b>	Mrs Judy Evans
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Cranleigh Avenue Kingston Park Newcastle upon Tyne Tyne and Wear NE3 2EL
<b>Telephone number</b>	0191 2140363
<b>Fax number</b>	0191 2713244

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, pupils' personal development and well-being, teaching and the curriculum. Evidence was gathered from the school's self-evaluation form (SEF); national published assessment data and the school's own assessment records; a range of school documentation; observation of the school at work; discussions with staff and pupils; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but there is no evidence to suggest that the school's own evaluations, as given in its SEF, were not justified, and these have been included where appropriate in this report.

## Description of the school

Kingston Park is a large primary school situated in the Castle ward of Newcastle upon Tyne. The attainment of children when they start in the Nursery and in Reception is broadly typical for their age. The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are well above average. The school has 12 places for pupils with physical and medical difficulties; currently it caters for seven such pupils. A high proportion of pupils have a statement of special educational need. Considerable numbers leave or join the school during the year; some are part of a transient population in the city and others leave during Key Stage 2 to help secure a place at the secondary school of their choice.

The school has a number of awards including the Charter Mark, Investors in Children, the Basic Skills Quality Mark, the Healthy Schools Award, Activemark Gold, Artsmark Gold, Eco Schools Gold and the Schools Curriculum Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school meets its pupils' very diverse needs extremely well. Parents are delighted to send their children here and the pupils are proud to wear the badge. Unsurprisingly, the school and its staff are often acclaimed by other organisations as examples of excellent practice.

Standards in Key Stage 1 are usually above average. They declined last year when there was an exceptionally high number of children with learning difficulties and/or disabilities and of pupils at an early stage of learning English. The school's data suggest standards are set to rise again this year. Although a high number of pupils leave the school during Key Stage 2, including several high attainers, and many join the school at different times, often with quite low attainment, the school ensures that all in its care make good progress. Consequently, standards are above average by the time the pupils are 11 years old. Pupils achieve extremely well in English and science. Until recently their achievement in mathematics was less good but the school has tackled this systematically and standards are rising. For example, pupils now know and use a broader range of strategies for carrying out mental calculations.

Pupils' personal development is excellent. They thoroughly enjoy school. They make healthy choices about what to eat and drink, and many participate in sporting activities. They voluntarily take fruit and milk during the day and are strongly supportive of the school's ban on sweets. They feel very safe in the school grounds. Although a small number of parents are concerned about the danger caused by traffic at the entrance, the school has plans to resolve this in the near future. Pupils' behaviour in lessons and at play is exemplary. This extends to their conduct out of school. A typical comment in a folder full of unsolicited letters from the public comes from a guide at a national monument: 'After nine years in this line of work I can't recall a better group; they are a credit to the school and to themselves.' Their social skills show great maturity. Pupils from different backgrounds, including those who have physical and medical difficulties, know about and respect each other's cultures and differences, and happily play and work together. They epitomise the school motto: 'Together we're better'. Racist incidents and bullying are almost unheard of. Attendance is about average. The school takes strenuous, if not always effective, action to improve the attendance of a significant minority of pupils who take lengthy holidays in term time, as missing lessons is clearly detrimental to their progress. Its commitment to improving attendance is reflected in its plans to carry out further research and development with local partners.

Pupils do well here because all aspects of the education provided are of a high standard. As one parent wrote, 'Kingston Park provides everything I could wish for in my child's education.' Teaching is good and some is outstanding. Well planned lessons ensure pupils are fully involved in practical activities that are well matched to their needs. Pupils who have English as an additional language and those with learning, physical and medical difficulties are well supported; for example, bilingual assistants translate the teachers' instructions in class and the words written on display boards. In the very best lessons, teachers use questions very skilfully to challenge pupils' thinking and extend their understanding.

The innovative curriculum is a considerable strength; it contributes significantly to pupils' enjoyment of school and the standards they achieve. A key feature is the meticulous planning that enables pupils to make good progress through the year groups. This helps teachers to make the most of the open-plan accommodation while minimising its disadvantages. Because the curriculum is planned around a series of topics, pupils see the relevance of what they are

learning and develop their basic skills in different contexts. The school provides a wealth of very popular enrichment and extra-curricular activities; the pupils are so spoilt for choice they are hard-pressed to decide which has been their favourite visit or visitor. Pupils have ample opportunities to be creative; many report their favourite activities are drama and writing stories. The curriculum's richness is reflected in the impressive array of awards it has earned. Its successful integration of all aspects of school life is encapsulated in one pupil's comment: 'I can't imagine leaving the school because I feel my friends, teachers and every part of the school, even the furniture, are like a jigsaw from my body.'

Pupils' good progress is also due to the very high level of care and support staff provide. The ethos is highly inclusive and staff work extremely hard to achieve this. For example, wheelchair users are not only fully included in playtime activities but also in residential visits, because staff make sure the environment is accessible and free of risk. Teachers assess pupils' progress regularly and intervene immediately if anyone is not performing as well as expected. The effectiveness of the school's care and guidance is demonstrated by one boy who, after being excluded from another school and missing out on a considerable amount of education, has become a model pupil here and is now achieving well.

None of this would be possible without excellent leadership and management. Throughout the school, staff work as a team and share a very strong commitment to inclusive education. The school knows itself very well; the inspector concurs with all of the school's judgements about its quality. This is because it uses an extensive range of information about how well it is doing and involves all staff, governors and pupils in the process. When areas for development are identified, action to bring about improvement is swift and effective.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage curriculum is very well planned and organised. It gives children a good balance of activities determined by the teacher and activities they can initiate for themselves. Teaching is lively and varied, and aspects are outstanding. The accommodation presents a stimulating environment. Children make good progress, particularly in their social skills.

### **What the school should do to improve further**

- Improve the attendance of those pupils whose lengthy absences affect their progress.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

14 March 2008

Dear Pupils

Inspection of Kingston Park Primary School, Newcastle upon Tyne, NE3 2EL

Thank you for welcoming me so warmly into your school. I enjoyed watching you in lessons and at play; talking about your school with you and your teachers; and looking at your work. Now I want to share with you what I thought.

Kingston Park is an outstanding school. Here are some of the many things I liked about it.

- You told me you like coming to school and feel safe there.
- I saw that you were clearly enjoying your lessons.
- You appreciate the opportunities you are given to be creative; in particular, you like drama and writing stories.
- You do lots of exciting things during the day and after school. You clearly enjoy the contribution made by the many visitors to the school; for example, the Year 5 pupils are very enthusiastic about their rock music project.
- You do very well in subjects like English and science. You are also learning to use different strategies to help you with mental calculations in mathematics.
- You know how important it is to eat healthily and take plenty of exercise.
- Your behaviour is extremely good. You behave very well in class and in the playground. I was very impressed by how quickly you came in from morning play and resumed your work. You also behave well when you are out of school. I know this because other adults often write to the headteacher to say so. You should be very proud of this.
- Your teachers and other staff take good care of you while you are at school. They work very hard to make sure you are happy and help you with your work.
- Many of you are very grown up and help with the running of the school; the school council, for instance, has done valuable work such as training 'buddies'.

I think the school could be even better if the small number of you who are absent a lot could improve your attendance. That way you would make faster progress in lessons.

You are very lucky to be pupils at Kingston Park. As one of you said to me, 'I can't think of another school where I'd rather be!'

With very best wishes for the future.

Yours sincerely

Derek Neil

Her Majesty's Inspector