

Kinsley Primary (J and I) School

Inspection report

Unique Reference Number	130969
Local Authority	Wakefield
Inspection number	315683
Inspection dates	14–15 January 2008
Reporting inspector	Derek Pattinson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	178
Appropriate authority	The governing body
Chair	Mr George Mellows
Headteacher	Ms Debra Bell (Acting)
Date of previous school inspection	17 January 2005
School address	Wakefield Road Fitzwilliam Pontefract West Yorkshire WF9 5BP
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school, situated in an area of high social and economic disadvantage. Most pupils live in the local area and are predominantly White British. The proportions of pupils who have learning difficulties and/or disabilities and of those entitled to free school meals are well above average. The proportions of pupils from minority ethnic backgrounds and the number for whom English is an additional language are much lower than found nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Pupils' achievement is satisfactory and their personal development is good. The very new acting headteacher, together with the recently appointed deputy headteacher, is working tirelessly to introduce measures designed to drive up standards. Most recent national test results for Year 6 pupils indicate some success in this. The senior leadership team place significant emphasis on giving responsibility to, and energising colleagues and ensuring effective communication so that all are involved in what needs to be done to secure school improvement. While some initiatives, such as the introduction of a more robust tracking system to identify and eradicate underachievement, are working well, there is much still to do. Self-evaluation is already largely accurate and identified priorities are the right ones to help the school move forward. For example, the school's leadership knows that the quality of teaching and learning across the school is inconsistent, although satisfactory overall. Subject leaders in English, mathematics and science are becoming increasingly involved in monitoring their subjects, such as through the analysis of data from national tests, to help them identify where weaknesses lie. However, pupils do not know what they need to do to help them reach the next steps in their learning.

Overall, children's skills, knowledge and understanding when they start school are well below what is typical for their age. Standards by the end of Year 2 are well below average in English and mathematics. Results at the end of Year 6 have, until recently, been well below average but improved significantly in 2007 to be below average. However, standards in writing, especially for boys, and in speaking and listening are still too low. Pupils, including those with learning difficulties and/or disabilities, make satisfactory progress because of the satisfactory teaching they receive and the good work of the learning mentor and support assistants. Secure relationships and teachers' effective management of pupils are features of most lessons.

Pupils enjoy school, are welcoming to visitors, behave well and try hard to succeed. They understand how to keep safe and healthy. The curriculum is satisfactory, providing enjoyment through its variety. However, pupils have too few opportunities to write and discuss and hence improve the standards they reach in writing and in speaking and listening. The school places sound emphasis on pupils' pastoral care and well-being. Punctuality and attendance are improving and attendance is now close to national levels. However, some parents have negative views of the school because communication with them is not as good as it should be.

The school provides satisfactory value for money. The high quality and commitment of leadership in seeking to move the school forward, recent improvements in standards and the valued support, guidance and involvement of the local authority, indicate that the school has a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children's skills when they start in the Reception year are well below the level typical for their age. The safe, spacious and secure learning environment provides children with a good start to their school life because provision across the areas of learning is good overall. There is a good balance between activities organised by teachers and those initiated by children themselves, which aids learning. As a result, children make good progress. In particular there is a high level of support for language and communication, writing and mathematics. Teachers and support

staff work together very effectively and successfully to help children learn. However, despite this, pupils retain weaknesses in their achievements in communication and language development and in the acquisition of mathematical skills when they leave the Foundation Stage. A complicating factor is the organisation for lower Foundation Stage children who are taught within a social services neighbourhood nursery. This leads to an inconsistency in approach between the two settings and to a range of starting points when children start Reception. The school recognises that outdoor play space is too cramped for the number of children who use it and has plans to extend.

What the school should do to improve further

- Raise standards, especially in writing, speaking and listening, and particularly for boys.
- Improve the quality of teaching and learning to that of the best practice in the school.
- Involve pupils in setting and reviewing their targets to help ensure all pupils know how well they are performing and what they must do to improve.
- Improve the effectiveness of links with parents and carers to help eliminate negative views.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In Years 1 and 2 pupils make satisfactory progress. Planned development in reading has resulted in improved standards in this subject although standards in writing and mathematics have fallen for the last two years, with no pupils reaching the higher Level 3 in 2007. The high proportion of pupils with learning difficulties and/or disabilities has an impact on the overall level of standards by the end of Year 2 although these pupils make satisfactory progress. In Years 3 to 6, pupils make satisfactory progress overall and do particularly well in science, where in the 2007 national tests they reached national levels. Standards in English and mathematics have been well below what is typical nationally in recent years but results in 2007 improved on the performances of pupils in 2006. The school recognises that standards in writing, speaking and listening are too low across the school. Girls outperform boys and by much wider margins than nationally. The school sets targets to raise attainment, but these are not yet challenging enough.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They are well behaved, welcoming to visitors and, from their smiles, clearly enjoy school. They like the class award systems, which help to boost confidence and raise self-esteem. Bullying and racism are rare but when they occur they are dealt with swiftly and effectively. Thoughtful assemblies and discussions help ensure good spiritual, moral, social and cultural development. Cultural diversity is well addressed through visitors, art, religious education and music. The school council does not yet have a powerful voice for improvement in school, although its members are articulate and enthusiastic. Attendance is satisfactory, with the school doing all it can to improve it through attendance clinics, weekly awards, improved contact and support for families, and through the support of outside agencies. Pupils understand the importance of keeping safe and having a healthy lifestyle. This is reflected in the school's drive to achieve Healthy Schools status. 'Wake Up and Shake Up' and breakfast clubs provide further evidence of the high profile given to the

promotion of a healthy lifestyle. However, pupils are not yet prepared fully for their future lives because of their below average levels of basic skills.

Quality of provision

Teaching and learning

Grade: 3

Secure relationships and effective management of pupils are positive features of teaching and learning. Teaching is most successful when time in lessons is used to good effect, resources are used well to extend learning, pupils are given much encouragement to succeed and demanding tasks bring learning to life. In these instances pupils find their learning experiences interesting and challenging and make good progress. Support assistants are used effectively to help pupils learn. However, the pace of lessons is not always brisk enough. Pupils sometimes have too little opportunity to practise new learning or consider what they have learnt. As a result of these inconsistencies, and the uneven quality of teaching and learning, progress is uneven as pupils move through the school. Assessment is satisfactory. However, assessment information is not always used effectively to match work to pupils' precise needs. The introduction of robust tracking procedures is helping to identify pupils at risk of underachievement so that they can be given additional support.

Curriculum and other activities

Grade: 3

The school's satisfactory curriculum is inclusive, creative and provides enjoyment through a sound variety of learning opportunities. It meets statutory requirements and, as a result, pupils steadily develop knowledge, skills and understanding as they move through the school. Spanish is a recent and positive addition to the curriculum. However, the school recognises that it does not give enough attention to the development of investigative approaches, such as in mathematics. There is not yet a systematic approach to breaking down barriers between subjects to help bring learning to life for all pupils and promote wider understanding. As a result pupils do not have enough opportunity to write across different subjects to help drive up standards. Pupils' enjoyment is enhanced through a variety of after-school clubs, for example, newspaper, art, music and physical education. Themed weeks, particularly on art and cultural diversity, visits and a wide range of visitors have helped broaden pupils' horizons. Opportunities for pupils to sing in local festivals and to attend the local church also add to the range of pupil experiences. High quality displays illustrate the wide and rich range of artistic opportunities available to pupils.

Care, guidance and support

Grade: 3

All staff have a high concern for the welfare of their pupils and know them well. As a result most pupils say they feel safe, have someone to turn to and like their school. The government required procedures for safeguarding pupils are in place. Relationships between staff and pupils are good and pupils are confident in their responses. Although commendable efforts are being made to address the issue of parental involvement, such as through a parent art club and newsletters, there is still much to be done to ensure links are mutually beneficial. Pupils with learning difficulties and/or disabilities are supported well by the learning mentor and support

assistants. However, some individual education plans lack precision, which slows progress. Training in child protection procedures is overdue, but this is planned for the near future.

Academic guidance is at an early stage of development. Good practice is evident, but approaches are inconsistent. Most pupils do not have clear targets to help steer their learning. As a result they are not involved enough in the assessment of their own work and in understanding what they need to do to improve. Marking does not always help them to secure the next steps in their learning. Consequently, opportunities are missed to promote better progress.

Leadership and management

Grade: 3

The very new acting headteacher, together with the recently appointed deputy headteacher, has raised the expectations of all staff and is developing shared responsibility and accountability at all levels. Both show great enthusiasm and a willingness to tackle important issues to help improve the satisfactory quality of education that the school currently provides. As a result there is already a clear direction and an emphasis on raising standards and driving forward school improvement. The school has an accurate view of its own performance and priorities for development are the right ones. The introduction of more detailed tracking systems is enabling teachers to carefully check how well pupils are doing. Data from national tests is now analysed more closely to help teachers identify and overcome weaknesses. Most issues from the last inspection have been addressed satisfactorily. The quality of subject leadership is satisfactory overall, although some leaders know more than others about what needs doing to improve quality in their subjects. The monitoring of teaching is now regularly undertaken, but not yet as part of a systematic and rigorous approach to help improve the quality and consistency of pupils' learning. Governors are supportive of the school, but are not yet focusing enough as a group on strengthening its academic performance and checking on the school's work.

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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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making the inspectors so welcome in your school. We really enjoyed talking with many of you and visiting your lessons. It was good to see that you are friendly, kind and polite towards each other and the teachers and other adults who work with you and that you behave well in school. We like the caring atmosphere and the way all adults who work in school take care of you so that you feel safe and happy. Most of you attend school regularly and arrive on time, which helps you build on what you learn each day. You must make sure you come every day so that you can enjoy all that the school provides! You know about the importance of having a healthy lifestyle and taking regular exercise. You enjoy the visits, visitors, clubs and special events, such as the art week, which help to make your time in school more enjoyable.

Lots of changes are taking place to make the school an even better place to learn than it is now but there is still much to be done before this will happen. All your teachers want your school to be as good as it can be and you can help them by always trying to do your best.

We have asked your teachers to give you more opportunity to write more often and to talk about your learning; particularly boys. We have also asked them to always give you work which helps you make best possible progress. You can help your teachers by telling them if you find the work they give you too hard or too easy. We have asked them to make sure you have targets to help you learn and to check often on how hard you are working to achieve them. We have also asked the school to ensure that all parents know about everything that is happening in school so that they can support the school as well as they can.

Thank you again for your help with the inspection of your school. You are very lucky to have such a wonderful building in which to learn. I hope that you will continue to work hard and help your teachers so that your school becomes an even better place to learn.