

Kingsland CE(C) Primary School

Inspection report - amended

Unique Reference Number	133766
Local Authority	Stoke-On-Trent
Inspection number	316217
Inspection dates	21–22 November 2007
Reporting inspector	Graham Sims

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	350
Appropriate authority	The governing body
Chair	Christine Brown
Headteacher	David Lawrence
Date of previous school inspection	15 November 2006
School address	Eaves Lane off Werrington Road Bucknall Stoke on Trent ST2 9AS
Telephone number	01782 234430
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Age group	4-11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Kingsland Primary School is a Voluntary Controlled Church of England school. It is larger than most primary schools. The proportion of pupils eligible for free school meals is well above the national average. The proportion with learning difficulties and/or disabilities is above average. Pupils from minority ethnic backgrounds represent a much lower proportion than the national average. The school is based in premises shared by other family support services.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The last two years have seen significant improvement at Kingsland. The school now offers pupils a satisfactory education and pupils' achievement, which was judged inadequate at the last two inspections, is now satisfactory. Standards are still below average at the end of Years 2 and 6. However, the school's national test results at the end of Year 6 have improved markedly over the last two years. Standards in mathematics and science are getting close to the national average. Writing is still the weakest aspect of pupils' work. The less able pupils and those with learning difficulties make good progress because of well targeted support from teachers and teaching assistants and various intervention programmes. The more able pupils make satisfactory progress, but the work they are given does not always provide them with sufficient challenge.

The quality of teaching has improved because the headteacher and deputy headteacher have worked tirelessly to monitor what happens in the classroom and to provide training and support for staff. As a result, there is now a significant amount of good teaching and very little that is inadequate. In some lessons, teachers still do not have high enough expectations of what the pupils are capable of achieving and the pace of teaching and learning is somewhat slow. However, pupils generally enjoy their lessons and find their teachers helpful and supportive. The quality of marking has improved markedly, and most teachers provide clear guidance and helpful comments when marking pupils' English work.

The quality of care, guidance and support is a particular strength. Good links with a variety of external agencies and the work of the learning mentor ensure that there is good support for vulnerable pupils, and the staff provide good pastoral care for all pupils. As a result, pupils develop good personal attributes and feel safe and well cared for. They enjoy taking on responsibilities within school, such as helping at lunchtime or acting as a 'playground buddy', and they contribute well to the wider community through their links with the church and fundraising. Pupils are developing a good understanding of what they have to do to lead healthy lifestyles and to keep themselves and others safe. Relationships amongst pupils and with adults are good, as is behaviour within the classroom and around the school.

The quality of leadership and management is good. Since being placed in special measures two years ago, there has been a very clear focus on the main issues for improvement, and governors have taken a much more active role in the strategic management of the school. Key issues have been identified well and actions taken to bring improvement in English and mathematics have been effective. Other areas of the curriculum, however, are not taught in as much depth or planned as creatively or effectively as they might be to help develop and consolidate pupils' literacy, numeracy and information and communication technology (ICT) skills. The headteacher and deputy headteacher have been the driving force, however other staff have not yet had sufficient opportunity to develop their leadership skills. The school has identified these issues and has started to tackle them.

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Effectiveness of the Foundation Stage

Grade: 2

New leadership and recent staffing changes have provided a fresh impetus in the Foundation Stage. Children enter the Reception year with standards in communication, language and literacy

and some aspects of their personal development which are well below those expected. However, because the provision for these children is good, they are making good progress. Standards are still below those expected by the time children enter Year 1, but they are improving.

Many children find it difficult to express themselves clearly and lack basic vocabulary. Well planned group activities and structured opportunities for children to play independently are helping them to develop their language skills and to learn to take turns and consider the wishes of others. Teachers' planning makes good provision for inside and outside play, and singing and dancing games. Plenty of group work is devoted to early mathematical development and there are good opportunities for painting, acting out stories and music.

Children learn in a safe, happy and healthy environment and enjoy their education very much. They still need a lot of adult attention to remain on task when they are learning anything they cannot do easily, and the work provided for them is still highly structured because it is difficult for them to learn independently. The teaching is good and all staff work well together. The assessment of children's capabilities is rigorous, so that adults working with the children know their strengths and weaknesses and how best to help them to learn and make good progress.

What the school should do to improve further

- Raise expectations, provide greater challenge for the more able and make better use of time where the teaching does not match up to the quality of the school's best teaching.
- Provide a more creative approach to the planning of the curriculum to ensure that subjects other than English and mathematics are taught in sufficient depth, develop subject specific skills in a more systematic way and contribute more effectively to the development of pupils' literacy, numeracy and ICT skills.
- Develop the leadership skills of middle managers and subject coordinators and provide them with greater opportunity to manage their subjects and contribute to school development.

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

Pupils' achievement has improved significantly over the last two years and is now satisfactory overall. The improvement has been most marked in Years 3 to 6, where standards have risen from exceptionally low in 2005 to just below the national average in mathematics and science and below average in English in 2007. Writing is the weakest aspect of pupils' work. The less able and those with learning difficulties make faster progress than the more able because they receive much more support from adults.

Children in the Foundation Stage make good progress in all areas of learning. Well structured activities help them to develop their language and literacy skills, which are particularly weak when they start school. In previous years, children's progress in the Foundation Stage has not been as good as it is this year.

Pupils' achievement in Years 1 and 2 is satisfactory. Standards at the end of Year 2 are below average in reading, writing and mathematics. In 2007, standards rose in writing, but fell in mathematics.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. The school is a well ordered, friendly, happy community, where pupils' good behaviour within lessons and around the school contributes to their safety. Pupils show consideration for others and work together well in lessons. They enjoy coming to school and participate eagerly in lessons. They particularly enjoy special events and lessons which engage them in practical activity. The school has had a concerted and effective drive to improve attendance, although the level still remains below the national average. Pupils are well prepared for the next stage of their education and the future world of work in terms of their social skills, their ability to relate to others, and their attitudes to work. They are satisfactorily prepared in terms of their literacy, numeracy and ICT skills and their ability to use their initiative and take responsibility for their own learning.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning has continued to improve over the last year, although it still varies from class to class. It is satisfactory overall, although there is much good teaching and pupils show good attitudes to learning. The teaching in the Foundation Stage provides children with a good range of well focused, age appropriate activities. Teachers use assessment information well to plan appropriate activities for middle and lower ability pupils, and pupils with learning difficulties make good progress in their learning because of the additional support they are given. They do not always provide sufficient challenge for the more able pupils. Some lessons are lacking in pace, and teachers do not always have high enough expectations of what the pupils are capable of achieving, particularly with regard to the presentation of pupils' work. Pupils are developing a better understanding of how well they are progressing as they become increasingly involved in assessing their own work and in providing constructive feedback comments for their classmates.

Curriculum and other activities

Grade: 3

The school covers the main requirements of the National Curriculum satisfactorily, but the strong focus on developing pupils' skills in English and mathematics has meant that some subjects are not taught in much depth. In subjects such as history, geography and science, not enough attention is given to the systematic development of subject specific skills and planning is not linked sufficiently well to the development of key skills in literacy, numeracy and ICT. Some of the time spent on reinforcement activities at the start of the school day is not always used to the best effect. However, work is already under way to develop a more creative curriculum and the school's involvement with an external organisation during its Big Bang science week last year shows how successful such initiatives can be. Other aspects of the curriculum are good. The curriculum for children in the Foundation Stage is well suited to their needs. Provision for personal education helps pupils to develop good social skills. There is a strong emphasis on developing pupils' understanding of how to live a healthy lifestyle and keep themselves safe. There is a good range of extra-curricular activities, visits and visitors, all of which enhance pupils' achievement and enjoyment of school.

Care, guidance and support

Grade: 2

The school cares for its pupils well and parents appreciate the support the school provides. Pastoral care is good and careful attention is given to pupils' health and safety. Arrangements for the safeguarding of pupils are robust. There is good liaison with a wide range of external agencies and parents. The learning mentor provides effective support for staff in dealing with difficulties with pupils and ensures that the needs of the school's most vulnerable pupils are catered for well. Good individual education plans are prepared for pupils with learning difficulties and/or disabilities. There are good arrangements to help children settle when they start school in the Reception year. The school keeps careful track of pupils' progress. Pupils are given good academic guidance through the marking of their written work in English. Teachers' comments are constructive and helpful and give pupils a clear indication of what they have done well and what they need to improve. This good practice does not yet extend to the marking of written work in other subjects.

Leadership and management

Grade: 2

The headteacher and deputy headteacher have given the school a clear sense of direction over the last two years. As a result of rigorous monitoring, visiting lessons and looking regularly at pupils' work, they know what the school does well and what needs to be improved. They have put effective plans into action and, as a result, the quality of teaching and learning and pupils' achievement have improved significantly. They have been supported well by the governing body, which has become much more effective in overseeing how well the school is doing. The school sets itself challenging targets and has outlined appropriate issues for development for the future. The school's leaders have developed the skills of its teachers and assistants well and have built a good team spirit amongst the staff.

They have started to develop the leadership skills of middle managers and subject leaders but have not yet given them enough opportunity to monitor what happens in their areas of responsibility or lead new initiatives. Because their skills are as yet unproven and future developments will require their full involvement, the capacity for further improvement is judged to be satisfactory.

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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	2

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	2
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?	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.

Annex A

Leadership and management

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 leaders and managers use challenging targets to raise standards	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

23 November 2007

Dear Children

Inspection of Kingsland CE Primary School, Stoke-on-Trent, Staffordshire, ST2 9AS

My colleagues and I enjoyed our recent visit to your school and would like to thank you for your welcome and for talking to us. Your school has improved a great deal over the last two years and is now providing you with a satisfactory education. These are our main findings.

- ?
- Standards at the end of Year 6 have risen markedly over the last two years. ?
- Some of you who find learning difficult have made particularly good progress, and the rest of you are making satisfactory progress. ?
- You are well behaved, you treat each other well and you relate well to adults. ?
- You enjoy coming to school and are developing a good understanding of what you need to do to lead healthy lifestyles and keep yourselves safe. ?
- There is much good teaching, but some lessons are a bit slow and do not provide the more able ones amongst you with sufficient challenge. ?
- The teaching of literacy and numeracy is well planned, but you do not get enough opportunity to pursue interesting topics in other subjects in sufficient depth. ?
- The staff take good care of you and provide you with helpful feedback on your written work in literacy lessons. ?
- The headteacher and deputy headteacher have led the staff well, and all have worked hard to improve the school.

In order to help the school become even better, we have asked the staff to:

- ?
- ensure that they always make the best use of the time in lessons and provide you with sufficient challenge, particularly the more able ones amongst you ?
- find creative ways to enrich your learning in subjects other than English and mathematics, and use these subjects to develop your literacy and numeracy skills.

I loved watching your Big Bang DVD. It showed just the sort of activities we would like to see more of, so we have asked the headteacher to give more time to all of the subject leaders to help them develop new ways which will help you to learn.

We wish each one of you every success and happiness in your future education.

Yours sincerely

Graham Sims Lead inspector