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11 March 2008

Mrs C Newton  
The Headteacher  
Kingsley Primary School  
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Northamptonshire  
NN2 7EE

Dear Mrs Newton

**SPECIAL MEASURES: MONITORING INSPECTION OF KINGSLEY PRIMARY SCHOOL**

Following my visit with Gail Robertson, Additional Inspector, to your school on 27 and 28 February 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in March 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – good.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director for Children and Young People for Northamptonshire.

Yours sincerely

Paul Brooker  
Her Majesty's Inspector

## SPECIAL MEASURES: MONITORING OF KINGSLEY PRIMARY SCHOOL

Report from the second monitoring inspection: 27 and 28 February 2008

### Evidence

Inspectors observed the school's work, scrutinised documents, and met with the headteacher, the consultant headteacher, nominated staff, representatives from the governing body and a representative from the local authority (LA).

### Context

Since the last visit, two teachers, including the deputy headteacher, have left the school. The Year 2 class teacher took up post two days before the visit. Although some snagging problems remain, the main building work has been completed and Key Stage 2 classes have moved into their refurbished accommodation.

### Achievement and standards

Pupils' work is sometimes in line with, and occasionally above, age related expectations, but the standards seen in lessons are often below the levels expected. This is most evident in the older classes because many of these pupils have, in the past, not made the progress expected, particularly in their writing. Despite this, however, the acceleration of the pupils' progress in lessons is beginning to make up for some unevenness in the past. The school recognises the need to increase the rates of progress made by pupils in Years 5 and 6, and makes good use of assessment information and target setting to steer and accelerate their improvement.

The pupils' progress in reading, writing, mathematics and science is regularly assessed and systematically monitored. Moderation of these assessments ensures that they are accurate and reliable. Tracking information gives class teachers a clear overview of the progress that their pupils are making and this information is effectively used to inform lesson planning and to shape targeted intervention groups within each class.

Progress on the areas for improvement identified by the inspection in May 2007:

- develop teachers' skills in making accurate assessments so activities can be matched to the range of pupils' needs – good.

### Personal development and well-being

As reported previously, the pupils are well behaved and have positive attitudes to learning. A few pupils do not always meet the school's high expectations, but challenging behaviour is well managed. In lessons, the pupils are keen to volunteer answers and work together well. In general, they sustain their concentration well, although some distracted behaviour is linked with the pedestrian pace of some

sessions. Pupils particularly enjoy lessons in which they are given opportunities to participate actively and make choices for themselves. Pupils of all ages are happy to take on responsibilities. Year 6 volunteers support the Reception children through the lunchtime and Year 5 pupils act as 'protective behaviour buddies' for any pupil who has a worry or concern.

Pupils understand the importance of coming to school regularly and punctually, but low levels of attendance remain a significant concern. Despite introducing new initiatives this term, attendance has declined further since the last visit. Last term's attendance figure is well below the national average and below the school's figure for the previous year.

### Quality of provision

The quality of teaching continues to improve. The proportion of lessons that are good or better has increased and inadequate teaching has been addressed. The school's analysis indicates that it is meeting its targets for improving teaching, and that most lessons are now good. These improvements have been achieved by staff changes and reorganisation and by further strengthening the practice of the most effective teachers. In several classes, the pupils are making accelerated rates of progress in response to the consistently good teaching.

The good relationships between adults and pupils create a positive climate for learning across the school. Although there is wide variation, the quality of lesson planning has improved. Learning objectives and outcomes are more sharply focused so that work is more carefully matched to the needs of individual pupils and groups, with a greater level of challenge, particularly for the higher attaining pupils. Planned activities are more lively and engaging, often with interesting and well prepared group and pair work. Teaching assistants provide skilful support for individual pupils and small groups to promote their learning and to respond to their particular needs.

Nonetheless, some weaknesses remain. In a few lessons, the pace of learning was too laboured, particularly in lengthy whole class sessions that lacked focus. More generally, the pupils are not expected to take responsibility for their own learning; they know their targets but do not routinely use them to guide their work; they do not always understand or respond to the clear guidance given in marking; and, they are given too few opportunities in lessons to evaluate their own work or that of their peers.

Provision in the Foundation Stage continues to improve. The quality of teaching is good and the curriculum is well planned to meet the children's different needs. The bright and colourful classrooms and fun activities ensure that children enjoy their learning.

Progress on the areas for improvement identified by the inspection in May 2007:

- improve provision in the Reception class – good
- improve the quality of teaching and learning in order to raise standards and achievement in English, mathematics and science – good.

## Leadership and management

The headteacher continues to lead the school's recovery with single minded determination and great professionalism. She has balanced well the need for support and challenge and has not shirked from addressing the most intractable staffing issues. Her own monitoring has been rigorous and her evaluations have been effective in strengthening provision.

Despite the recent reallocation of roles and responsibilities, subject leadership has strengthened since the last visit. Subject leaders are clear about their responsibilities and are beginning to have a greater influence on teaching in classrooms throughout the school. However, senior managers do not yet make effective use of whole school assessment information to analyse and evaluate the pupils' progress, so they are not able to evaluate rigorously the impact of the actions taken.

The LA audit has identified the governing body's strengths and indicates that governance continues to improve. Governors are kept well informed and have provided good support for the headteacher, particularly through the work of the personnel committee.

Progress on the areas for improvement identified by the inspection in May 2007:

- strengthen governance - satisfactory
- strengthen the leadership and management skills of subject leaders so the headteacher receives more effective support to eradicate weaknesses in provision – satisfactory.

## External support

The local authority has continued to provide good quality support and has monitored the school's progress well. The guidance of the consultant headteacher and the additional support provided by staff from her school have been particularly welcomed.

## Priorities for further improvement

- Improve attendance so that absence does not present a barrier to good achievement.
- Encourage pupils to take more responsibility for their own learning and progress by making fuller use of their individual targets, the detailed marking comments and evaluations of their own work.
- Ensure that subject leaders develop a more analytical and evaluative approach in their leadership roles