

Kingsley Primary School

Inspection report

Unique Reference Number	121915
Local Authority	Northamptonshire
Inspection number	322330
Inspection dates	20–21 May 2008
Reporting inspector	Paul Brooker HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	193
Appropriate authority	The governing body
Chair	Nova Keown
Headteacher	Christine Newton
Date of previous school inspection	4 May 2007
School address	Wallace Road Northampton NN2 7EE
Telephone number	01604 713822
Fax number	01604 718586

Age group	4-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

The school serves an urban area that experiences high levels of social and economic disadvantage. The proportion of pupils eligible for free school meals is above the national average. Most pupils are White British, although almost one third of the pupils are from minority ethnic backgrounds, the largest proportion of whom are from families of European, Bangladeshi or Pakistani heritage. There is a high level of turbulence amongst the pupil population, with significant numbers admitted to school or leaving at times other than the usual entry. The proportion of pupils with learning difficulties and/or disabilities is well above the national figure, as is the proportion of pupils who have English as an additional language, half of whom are at an early stage of learning English.

When the school was last inspected it was judged to require special measures. During the last year the school has been extensively rebuilt and refurbished.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school has made rapid improvement since the last inspection. Its overall effectiveness is satisfactory. There is now a strong team of committed staff who are taking the school forward determinedly and are working hard to raise standards.

At the time of the last inspection, there was widespread underachievement, linked with weaknesses in teaching and ineffective subject leadership. The legacy of weak provision means that many pupils still have gaps in their learning, particularly in literacy. However, improvements in teaching and the curriculum mean that pupils across all year groups have made accelerated progress during the last year. Although standards remain too low, pupils' achievement is satisfactory.

The satisfactory curriculum meets the needs of the pupils, particularly in developing their basic skills in numeracy and literacy. The school is beginning to develop some of the wider enrichment opportunities that will extend the pupils' learning, but this is at an early stage. The use of the library and resource centre, including information and communication technology, is underdeveloped. The quality of teaching has improved considerably and is good. Children get off to a particularly good start in the Foundation Stage, where children's learning has been transformed. Elsewhere, sharply focused teaching is beginning to make up for the pupils' low starting points and some of the slow or uneven progress that they have made previously. However, too little impact has been made in raising standards at Key Stage 1.

The school makes good use of external agencies and provides good care, guidance and support for all its pupils. The pupils respond to the school's strongly supportive ethos so that their personal development, like their learning, is strengthening. They enjoy school, behave well, and have positive attitudes to learning. Their personal development, including their spiritual, moral, social and cultural development, is satisfactory. Although attendance remains stubbornly below the national figure, the school's recent efforts to improve attendance and punctuality have had a significant impact. Many parents have responded positively to such initiatives, but the school has struggled to engage the positive support of all parents.

The school's rapid improvement, particularly during the upheavals of the rebuilding programme, has been guided by the headteacher's unwavering focus and relentless energy. She has tackled difficult staffing issues with considerable skill and determination. Leadership and management, including governance, have been hugely strengthened since the last inspection and are good. The headteacher's excellent leadership has galvanised staff and driven the school's development, which has been guided well by external consultants from the local authority. School self-evaluation is rigorous and development planning suitably engages staff and governors. The school has demonstrated good capacity to sustain its recent improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Reception class is unrecognisable from last year. The new accommodation, restructured curriculum, and high quality teaching combine to make the Foundation Stage a notable strength of the school. Children start in Reception with skills that are well below those expected, particularly in communication, language and literacy. Many are at an early stage of

learning English. Teaching is well structured and strikes a good balance between adult directed and child initiated activities. All adults work well together and make a major contribution to the children's good progress across all areas of learning. By the end of the Reception year the children's attainment is still below what might be expected for their ages, but the gap has narrowed considerably.

What the school should do to improve further

- Raise standards across the school, particularly in reading and writing, and most urgently in Key Stage 1.
- Develop strategies to engage parents more positively and fully in supporting their children's education in order to improve their standards and progress, including their attendance.
- Develop the curriculum and resources of the refurbished school so that they better meet the academic and personal development needs of all the pupils.

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

The accelerated progress that pupils make in lessons and over time indicates that achievement is satisfactory. However, the legacy of uneven progress means that standards remain too low, particularly at Key Stage 1.

When children start in the Foundation Stage their skills are generally well below those expected for their age. Standards of attainment in national tests and assessments at Key Stages 1 and 2 have also been very low. However, the school's data indicates that pupils, including those with learning difficulties and/or disabilities, make at least satisfactory progress over time and this acceleration is beginning to close the gap in standards. Pupils in Year 6 have made particularly good progress over the last year. Pupils are making better progress because the school's systems for target setting and tracking are systematic and increasingly rigorous. Analysis of assessment information is thorough and is being used well to identify and support those pupils that are at risk of falling behind.

Personal development and well-being

Grade: 3

The very good relationships between adults and pupils create a positive and supportive ethos in the school and ensure that pupils develop good social skills. Pupils behave well and have good attitudes to learning. From an early age, children are taught to be considerate and to take care of one another and older pupils in Years 5 and 6 take their buddying responsibilities very seriously. Improvements in teaching and the curriculum mean that there is lots for the pupils to enjoy about coming to school. Many pupils take advantage of the burgeoning enrichment opportunities in music, sport and other activities, to develop wider interests and to keep active and healthy. Pupils understand the importance of a healthy lifestyle. They feel safe and secure and are confident that adults will resolve their concerns. Pupils take some responsibility for their own community through the work of the school council and speak enthusiastically about their charity fundraising.

Pupils have responded well to the school's recent efforts to improve attendance and punctuality and these are improving, although their attendance remains below average.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress in lessons in response to well structured and skilfully directed teaching. Teachers plan an interesting variety of activities and present pupils with suitable levels of challenge, including for the most able. The positive climate for learning gives pupils confidence in their own abilities and encourages them to collaborate productively when working independently. Inadequate teaching has been eradicated and the high proportion of good or outstanding lessons is beginning to make up for the pupils' previously slow progress or low starting points. Assessment, including marking, and target setting are well used to check the pupils' progress, to guide their improvement, and to plan suitable intervention and support. Increasingly, pupils are encouraged to assess their own work and progress against learning objectives so that they understand more clearly how to improve.

Provision for pupils with learning difficulties and/or disabilities and those at an early stage of learning English is good. The work of teaching assistants is carefully planned, and their skilful support has been a key factor in accelerating the pupils' progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with a number of good features that contribute positively to pupils' enjoyment of school and their personal development. The curriculum makes good provision for developing pupils' literacy and numeracy skills and satisfactory provision across other areas of learning. The school's rebuilding programme has delayed the development of the library and information and communication technology resources. Although the outdoor area for the Foundation Stage is good, the school's outdoor environment is an underdeveloped resource. The school recognises the need to extend the enrichment opportunities provided by the curriculum and is beginning to develop a wider range of experiences for the pupils. These include visits and visitors, and a good variety of sporting, dance and music clubs.

Care, guidance and support

Grade: 2

The strong links with outside support agencies, alongside the school's own procedures, mean that pupils' social and emotional needs are very well supported. The school provides high quality care and has worked hard, with some recent success, to engage parents more fully in supporting their children's education. Guidance, including academic guidance, is also good. Procedures for safeguarding pupils, child protection, risk assessment, and health and safety are properly implemented to ensure the health and safety of pupils.

Leadership and management

Grade: 2

The school's transformation over the last year has been led by the headteacher's relentless determination and underpinned by the effective support from the local authority and its consultants. The school has particularly valued the advice, practical support and resources provided by the headteacher and staff from its partner school that is linked through the National Leader of Education programme.

Leadership has been strengthened at all levels, including governance. Governors are well informed about the work of the school and are in a strong position to hold it to account. The headteacher and governors share a vision for the school's future. The strong team of committed staff has worked hard to strengthen provision and has demonstrated good capacity to sustain the school's recent improvements.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
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?	2
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	2
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	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 May 2008

Dear Pupils

Inspection of Kingsley Primary School, Northampton NN2 7EE

Thank you for being so welcoming during my recent visit which, as you know, was the third time that I have inspected your school. As always, I really enjoyed talking to you and seeing your work.

As you know, your school was put into special measures a year ago because, at that time, it was not providing a good enough education. I have seen how hard all the staff have worked to improve your school. I have also noticed how much more you now enjoy your work and how much more confident you are. Now it is time to congratulate you all, Kingsley Primary School no longer requires special measures!

The teaching is now so much better that you make lots of progress in lessons. I have been particularly impressed with your attitudes and behaviour. You are generally kind and look after one another well. It was good to see that some of you are involved in school life, for example by taking on extra responsibilities such as the school council and as buddies for younger pupils.

Your teachers, governors and other staff have worked extremely hard to improve things for you. Standards in your school are improving, but we know that you can do even better.

I have asked your teachers to keep up the good work and to make sure that:

- the standard of your work improves even more, particularly in reading and writing
- the school works with your parents to support your work and improve attendance
- the school develops its curriculum and resources so that you can do even better.

You can help by continuing to work hard and by doing your very best.

I have always enjoyed visiting Kingsley and now wish you all every future success.

Yours sincerely

Paul Brooker Her Majesty's Inspector

Annex B

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