

# Kingswood Primary School

## Inspection report

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<b>Unique Reference Number</b>	100574
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	323299
<b>Inspection date</b>	10 February 2009
<b>Reporting inspector</b>	Barry Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	476
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr N Donlevy
<b>Headteacher</b>	Mr S Hall / Mr C Tunstall (Executive)
<b>Date of previous school inspection</b>	2 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Gipsy Road London SE27 9RD
<b>Telephone number</b>	020 8670 3576
<b>Fax number</b>	020 8670 3576

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how well pupils read, particularly up to the end of Year 2
- how well late joiners to the school are received, and how well they progress
- how well the school promotes community cohesion, and what impact this involvement has on the school.

Evidence was gathered from performance data, external monitoring, observations of teaching, and the work produced by pupils. Parents' questionnaires and discussions with parents, pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is larger than most. More than half the pupils are eligible for free school meals. It has more pupils of minority ethnic heritage than most schools of this size. A sizeable proportion of pupils are at the early stages of learning English. Thirty seven languages are spoken in the school. It also has a higher proportion of pupils with learning difficulties and/or disabilities than is usual. These are mainly low language and literacy skills. A much higher proportion of pupils join and leave the school at unusual times than is generally found.

The school makes provision for the Early Years Foundation Stage. There is a 60-place Nursery, and 90 children are in Reception classes. It is a designated Children's Centre. For the past three years the school has provided a breakfast club during term time, as well as after-school provision, which it outsources to another organisation. This provision was inspected separately.

In January 2008 Kingswood entered into a 'soft federation' with Elm Wood Primary School. This became a hard federation with a single teaching staff structure for subject leadership across the federation, as well as a single senior leadership structure. In June 2008, Kingswood gained National Support School status, and the executive headteacher became a National Leader of Education.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Kingswood is an outstanding school that flourishes under the inspirational lead of the executive headteacher. In the last four years the school has not only continued to improve itself, but has provided excellent support to promoting community cohesion. This is exemplified by the very effective support given in the last year and a half to Elm Wood, now its federated partner. Senior managers from Kingswood took over the leadership in Elm Wood. Such was the rapid improvement under common leadership that it emerged from special measures, not as a satisfactory school, but judged to be good with several outstanding features. Parents are very appreciative of the school's efforts, and it is consequently oversubscribed. Responses to the parents' questionnaire were overwhelmingly positive. As one parent wrote, 'I and my children love Kingswood - the teachers are great and the atmosphere is cheerful. The school is really committed to the local community.' Its achievements have been recognised by the local authority, which would like the school to accept more pupils.

Children enter the Nursery with skills well below those expected for their age. Standards in the end of Year 6 national tests vary from year to year, but the proportion of pupils reaching the nationally expected level is consistently above average. Historically, the pupils' outstanding achievement has been mainly due to the exceptionally high rates of progress in Key Stage 2, building on satisfactory performance before they entered Year 3. Progress remains most rapid in Years 5 and 6. The school is resourced very well and is able to deploy staff so that classes are much smaller than is usually found in Year 6. Pupils benefit from the extra attention that teachers are able to give to them. As a result, for three consecutive years the school was placed in the top 1% of schools for pupils' rate of progress over Years 3 to 6. As a result of effective whole-school policies, teaching has improved in other year groups too, is rarely less than good, and is often outstanding. Teaching is excellent overall and has a vitality that enthuses pupils. This is allied to very rigorous monitoring of pupils' progress. The school provides effective support and challenge whenever any underperformance is identified. The provision for the teaching of reading is good, and includes the fostering of parental support. However, the school recognises that younger children's standards in reading lag behind those for writing. The school is not complacent, and has strengthened strategies to improve standards further.

Pupils thrive in the very caring ethos of the school. Adults set good role models, and the quality of relationships is excellent throughout the school community. Pupils have an excellent understanding of healthy-living issues. They are able to reflect on sensitive issues and have a strong sense of right and wrong. They are encouraged to make a positive contribution to the community, and do so willingly and energetically. The school council say that their views are taken seriously and acted upon. The rich and exciting range of extra-curricular activities contributes considerably to pupils' great enjoyment of school. The headteacher rightly refers to the provision as 'stunning'. For example, pupils from across the school have enjoyed sharing their musical and artistic talents through performing in music and arts festivals in the local community and more widely. There is a rich range of visits, educational trips and visitors to the school, and these appreciably enhance the quality of pupils' experiences. Care, support and guidance are excellent, and this means that all pupils feel very safe and valued. New entrants to the school are welcomed and, supported by a buddy, settle quickly. Those with little English initially are given appropriate support, including someone who speaks their home language. Once they have mastered the basics of English, these pupils make the same progress as their classmates. This was established in conjunction with the inspectors. The school uses data very

well in most respects but misses some opportunities to track the progress of particular groups such as late joiners.

Senior leaders have been effective in raising achievement and standards and maintaining very high levels of care. Kingswood benefits from a very stable, capable and innovative senior leadership team and there is excellent capacity to improve further. Very effective links with the education welfare service, combined with very robust measures, have resulted in a very marked rise in attendance levels. Whereas the proportion of pupils who are persistent absentees was average last year, through concerted action there are currently none. There are excellent links with the community. As a Children's Centre, the school offers courses including English, mathematics and parenting skills that are well attended. The school works with the Portuguese Embassy and the Somali community to organise mentoring and additional translation services, as well as organising on-site parents' groups and homework opportunities to support pupils in maintaining their home language. Kingswood was the first Lambeth school to receive the Leading Parent Partnership Award. The school has established international links and the pupils have an excellent understanding for their age of a wide range of issues relating to different faiths and cultures.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children are welcomed into a very stimulating environment. The staff quickly establish a rapport with the parents and encourage them to participate in their child's learning and development. The school takes justifiable pride in its well-designed, imaginative outside area that provides many opportunities for children to learn and develop through play. The impressive environment is part of the school's drive to improve provision following the identification of some weaknesses during the previous inspection. These have been addressed very vigorously. The assessments made by teachers are accurate and are used extremely well to plan challenging work for individual children. The Nursery and Reception are exceptionally well managed. There is an excellent balance of teacher-led activities and opportunities for children to learn through independent play. Consequently, children make excellent progress in their personal development and well-being. The staff recognise that children join the Nursery with particularly low communication, literacy and language skills. They rightly give a high priority to developing these skills. Children make excellent progress, and by the time they reached Year 1 in 2008, most had acquired the skills expected for children of this age. Some children still have low reading and writing skills, however, despite the intensive support. The standards in the Early Years Foundation Stage have improved markedly in recent years. Data are used well, but the school has not used data to check that children who join in Reception progress as well as those who have followed on from the Nursery.

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

- Extend analyses of data to identify progress trends for groups of pupils such as those joining the school at different times from usual or those who have not been in the Nursery.

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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 capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	2
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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

## 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 eliminated	1
How well does the school contribute to community cohesion?	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



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

25 February 2009

Dear Pupils

Inspection of Kingswood Primary School, London, SE27 9RD

Thank you very much for the warm welcome we had when we visited your school. You clearly enjoy school, and told us that it is 'brilliant'. We agree. You told us that your teachers make lessons interesting for you. Some of your school council members told us that they take their role seriously and that their views are valued. Yours is an outstanding school. There are many things that we like, and these are only some of them:

- children make a great start in the Nursery and Reception
- relationships in the school are 'fantastic' and you all get along well together
- you have some really good teachers
- the school takes exceptional care of you so that you feel very safe
- you tell us that you really enjoy all the extra clubs and activities that you can join
- the attendance of some of you has improved a lot in the last year
- the school is very involved in the local community, and this is appreciated
- the school has excellent leadership from the headteachers and their team.

The school is not content to just let things stay as they are, and is always seeking to improve. It already carries out many checks on how well you are doing. It uses this information to help you if you fall behind in your work. We have asked the school to include other groups of pupils in these checks, such as those who join the school late.

You are excellent ambassadors for your school. Keep up the good work! Make sure you ask if there is anything that you do not understand. The teachers will be pleased to help you.

Yours faithfully

Barry Jones

Lead Inspector