

Kingfisher Primary School

Inspection report

Unique Reference Number	106727
Local Authority	Doncaster
Inspection number	324450
Inspection dates	9–10 October 2008
Reporting inspector	Clive Moss HMI

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Cllr Eva Hughes
Headteacher	Mr D Binnington
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Coventry Grove Wheatley Doncaster South Yorkshire DN2 4PY
Telephone number	01302 349275
Fax number	01302 349275

Age group	3–11
Inspection dates	9–10 October 2008
Inspection number	324450

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Kingfisher Primary School is a much larger than average primary school. Pupils are drawn from an area with well below average levels of affluence. The proportion of pupils eligible for free school meals is higher than the national average. The proportion of pupils with learning difficulties and/or disabilities is average, but the proportion with a statement of special educational need is above average. The overwhelming majority of pupils are of White British heritage, with few pupils from other ethnic groups. The school has achieved a number of nationally recognised awards for its work, including the Artsmark Gold, the Basic Skills Award, the Healthy Schools Award, the Quality in Study Skills Award, Department for Children, Schools and Families International Award and the Financial Management Standards in Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kingfisher Primary is a good school. It has some outstanding features, including pupils' personal development and the high quality of care, guidance and support. Children make good progress from levels below those expected for their age when starting in the Nursery to broadly average standards by the end of Year 6. The school provides an exceptionally welcoming, calm and orderly environment to which pupils respond very well. The school successfully builds pupils' self-esteem so that they become confident and responsible children with very good social skills. These are features of the school that the parents value highly. There are no major differences between the progress made by different groups of pupils at the school.

Pupils' behaviour is excellent. The number of exclusions is very low and reducing, with only one in the last year. Pupils say that there is no bullying at the school. They know what to do if it does happen and are confident it would be dealt with effectively. They say also that racism is not tolerated. Pupils are well aware of how the system for reporting such incidents works and feel empowered to deal with any issues that arise. Health and safety procedures are carried out regularly and all child protection and safeguarding requirements are met. Pupils feel safe and are happy at the school. They adopt safe practices, as was seen in their use of tools and safety equipment when working with a visiting sculptor. They demonstrate a very high level of liking for and pride in their school. They enjoy learning and respond enthusiastically to the wide range of curricular and extra-curricular activities on offer.

The majority of parents are very positive about the school and find it welcoming and supportive. A small number of parents who raised any concerns mentioned poor behaviour, but the inspectors witnessed only excellent behaviour and pupils say there is very little misbehaviour by only a small number of pupils, which is dealt with efficiently by the staff. Pupils' attendance is satisfactory, but has remained slightly below average for three years. There has been a high proportion of authorised absence, many due to holidays in term time.

Teaching and learning are predominantly good. Pupils make good progress in lessons. Teachers have good subject knowledge and the practical approaches and teaching styles they use engage all groups of learners. Pupils with learning difficulties and/or disabilities and the small number for whom English is an additional language are supported well, so that they make good progress. Pupils enjoy the varied learning opportunities provided by the school.

The headteacher and senior managers have been highly successful in creating an ethos of continuous improvement at the school. This is made possible by a thorough approach to the professional development of all the staff and very effective use of external benchmarks and award schemes to evaluate the quality of the school's work. As a result the school has been highly successful in achieving a wide range of awards. The areas for development identified at the last inspection have been tackled rapidly. Governors are engaged well with the work of the school and provide an important element of both challenge and support. The school has all the relevant policies and action plans in place to promote gender and disability, but there is not yet an action plan in place for race equality. The school has demonstrated good capacity to improve and provides very good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage (EYFS) with skill levels below those that would normally be expected for their age. They make good progress to reach levels that are similar to those expected for their age at the end of the Reception year. They are very well cared for. Strong links are made with families before the children start school and these ensure that important information is known by the staff. As a result, children settle in quickly. Teachers ensure a good balance of activities that meet the children's needs and interests. For example, knowledge of letters and sounds and numeracy skills are developed well through songs and interactive games that engage the children and give them a sense of achievement. Relationships in lessons are excellent and children enjoy learning with each other and with the adults who are supporting them. Children enjoy their lessons and are able to play well. Teachers provide interesting and appropriate activities for the children and a thorough assessment of their learning. As a result they have correctly identified children's writing skills are underdeveloped. The leadership and management of the EYFS are good.

What the school should do to improve further

- Implement a more rigorous approach to authorised absences in order to increase attendance.
- Ensure all required aspects of equalities plans are fully in place, particularly race equality.

Achievement and standards

Grade: 2

Pupils' achievement is good. They make good progress through Key Stages 1 and 2 and reach standards that are broadly average by the end of Key Stage 2. Although there was a significant dip in standards at Key Stage 2 in 2007, the data shows that this group of pupils still made satisfactory progress. There are no significant differences between the progress of boys and girls or of pupils with learning difficulties and/or disabilities and their peers. Pupils of Pakistani and Caribbean heritage (the two largest minority ethnic groups at the school) made similar progress to other pupils.

Personal development and well-being

Grade: 1

The personal development of the pupils is outstanding. Pupils are exceptionally polite, cheerful and helpful. Older pupils help the younger ones settle quickly into the school's routines, for example, in the dining room. The school's Social and Emotional Aspects of Learning (SEAL) programme has had a significant, positive impact on pupils' attitudes and relationships. Instances of misbehaviour have reduced significantly since its introduction. Pupils demonstrate very good awareness of healthy living. The great majority take part regularly in a wide range of physical, sporting and other activities. The school council has been successful in initiating improvements to facilities to support healthy living, such as cycle storage to encourage cycling to school.

The school successfully encourages pupils to be active and responsible learners and to make a positive contribution to the life of the school and the local community through a broad range of strategies. There are many and varied opportunities that support the outstanding social, moral, spiritual and cultural development of the pupils. A unique school prayer, developed with the pupils, provides the focus for regular assemblies. The impact of these approaches can be seen in the way pupils relate to each other and adults, including visitors to the school, and,

when they are on visits themselves, their strong sense of right and wrong and their enthusiasm for the experiences they are offered. Pupils show a strong concern for their environment. Their positive attitudes along with the broad range of experiences provided by the school mean that the pupils are well placed to make the most of the next phase of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers and teaching assistants work together very effectively. Pupils are well aware of their learning targets. They are guided well by their teachers through assessments and marking which give clear indications about how pupils can improve their work. Examples of outstanding teaching were observed in which teachers made clear links between subjects and the various experiences of the pupils. In these lessons tasks were challenging, enlivened pupils' learning and sustained their interest and enthusiasm. Teachers have made very good use of SEAL in lessons, creating a calm learning atmosphere leading to excellent behaviour and good relationships between teachers and pupils.

Curriculum and other activities

Grade: 2

The creative and inclusive curriculum contributes significantly to the pupils' enjoyment of learning. There are good links with the world of work that involve visits to a recycling company and pupils running a small business. Lessons are enhanced by a wide range of residential, visits and visitors, for example, a programme of art and football sessions with members of the Doncaster Rovers football team. Pupils talk enthusiastically about these experiences. Themed days, such as India day, contribute significantly to pupils' understanding of the diverse world in which they live. The curriculum is enriched by a wide range of good quality extra-curricular activities such as the multi-skills activities during lunchtime for Year 2 pupils led by a sports coach from the Sports Action Zone. There is high quality additional support, teaching and learning for the most vulnerable pupils, including those with learning difficulties and/or disabilities, provided by specially trained and experienced staff in the 'Blue Room'. There are, however, insufficient resources for information and communication technology and small groups of pupils have to share computers in lessons.

Care, guidance and support

Grade: 1

Excellent relationships between staff and pupils are at the heart of a highly effective system of care, guidance and support. A wide range of support strategies ensure that any pupil showing signs of falling behind quickly receives the extra help they need. Pupils in need of additional support are identified at a very early stage and supported through clearly identified strategies, including personalised learning both in lessons and through smaller groups. In lessons, staff with specific responsibilities for care and welfare provide for all pupils' individual needs comprehensively. Consequently, pupils with learning difficulties and/or disabilities integrate well and make good progress in their learning.

Leadership and management

Grade: 2

Leadership and management are good. Governors understand what the school needs to do to improve and ensure that the school sets realistic targets for improvement. The judgements the school reaches about itself are carefully considered, generally accurate and well-grounded in a range of evidence, including a systematic programme of monitoring and review of the quality of teaching and learning. Areas for development are identified and implemented rigorously. The school does not yet make full use of all the evidence it has available, however, to evaluate the improvements it makes. The school makes excellent use of performance data about individual pupils. Key stage and subject coordinators have a precise and accurate overview of pupils' progress in English, mathematics and science, but the assessment of pupils' progress in the foundation subjects is less precise.

Senior leaders are ably supported by highly motivated subject and key stage coordinators who speak enthusiastically, even passionately, about the work of the school to improve pupils' learning. Increasingly, changes to the curriculum and teaching and learning are being evaluated for their impact on pupils' progress. For example, changes to the curriculum have led to improved progress in boys' writing at Key Stage 1. Many of these developments have not yet had sufficient time to impact on standards overall. As a result pupils' progress and attainment is generally improving, but there is not yet a clear and consistent trend.

The school has extensive partnerships with other schools, outside agencies and community groups, with whom it works closely and by whom it is highly regarded. Senior leaders and the governors have very good knowledge of the views of parents/carers and the pupils and are responsive to both. For example, there has been a significant increase in the number of extra-curricular activities for Key Stage 1 pupils after an analysis of a survey of parents carried out by the school. Recent work to involve parents more through family learning opportunities is making an important contribution to community cohesion.

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
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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 eliminated	2
How well does the school contribute to community cohesion?	1
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

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

Thank you for talking to me and my colleagues and making us welcome when we inspected your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by your parents/carers and spoke with some of your teachers. Here is a summary of our main findings, which I hope will be of interest to you.

- Kingfisher Primary is a good school. It is popular with both you and your parents.
- You enjoy being at school, feel safe and that the teachers care about you. You find them helpful in lessons, so that you know what you need to do to learn more.
- You make good progress. Your behaviour is excellent. You are very polite and considerate young people. This is the result of the work by you and your teachers on the SEAL programme and of the excellent care, guidance and support you are given.
- The school is led and managed well.
- The headteacher, the staff and the governors at the school show considerable care and attention to detail in meeting all of your needs. I want them to make sure that all of you attend school whenever possible so that you get the full benefit of the many opportunities to learn and develop that it provides.

Many of you already make an excellent contribution to the school and I am sure you will want to do everything you can to support the staff in making Kingfisher Primary even better.