

Kingsleigh Primary School

Inspection report

Unique Reference Number	133963
Local Authority	Bournemouth
Inspection number	328782
Inspection dates	10–11 December 2008
Reporting inspector	Michael Burghart

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	361
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	Jill Abbot
Headteacher	Richard Gower
Date of previous school inspection	22 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hadow Road Bournemouth BH10 5HT
Telephone number	01202 528893
Fax number	01202 532985

Age group	4–11
Inspection dates	10–11 December 2008
Inspection number	328782

© 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 three Additional Inspectors

Description of the school

This is a large primary school which draws pupils mainly from local estates. Almost all pupils are of White British Heritage. The proportion of pupils who have learning difficulties and/or disabilities is above average. Children start their education in the school-run nursery where they are taught alongside children from Reception. These year groups make up the Early Years Foundation Stage (EYFS), building on the work of the Sure Start centre run by the local authority on the same site. The school manages daily breakfast and after-school clubs which are open to all pupils. These are regularly oversubscribed.

The school has recently moved into redesigned accommodation which is the culmination of the amalgamation of infant and junior schools that began five years ago. Following a period of more than two years with a series of acting headteachers, the present permanent headteacher took up his post in September 2008. Nearly half the staff and some of the governors (including the chair) are new to the school or their current roles in the last two years. The local authority began giving the school extra support as a matter of priority following the amalgamation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement and the standards reached, with particular reference to more able pupils.

This is a happy, caring, child-centred school that does well in helping pupils, some of whom find it very difficult to adjust to school life, to be healthy and stay safe. Personal development is good because pastoral care and support are effective. Pupils are successfully helped to build on the strengths in emotional and social development established by the good Early Years Foundation Stage provision. Overall progress in the Nursery and Reception is good. Good attitudes and, for most of the time, good behaviour are examples of the positive response pupils have to the way they are treated. Pupils grow in confidence, benefiting from good relationships with teachers and teaching assistants. This has a particularly beneficial effect on the achievement of pupils with learning difficulties and/or disabilities. As a result, these pupils make good progress against their own targets and satisfactory progress overall. However, over a period of years, academic expectations for all pupils have not been high enough and this has resulted in inadequate progress and low standards, most notably in writing and in problem-solving in mathematics. More able pupils in particular have underachieved.

Improvements are being made as a result of recent initiatives in leadership and management very much driven by the new headteacher. Together with the support of the local authority, governors, and staff, he has analysed and evaluated the reasons for the school's declining performance. Accurate school self-evaluation means there were no surprises in the findings of this inspection. Actions are being well chosen to address weaknesses. The headteacher has successfully introduced systems to assess, track and predict the standards pupils will achieve. The impact of these on pupils' progress is variable from class to class. Although pupils have targets, teachers do not consistently use these to reinforce how improvements can be made. Nevertheless, there are positive signs of improvement, and progress, as seen in lessons and in pupils' work, is currently satisfactory. This supports parents' views that the school is getting back on the right track.

Teaching and the curriculum are currently satisfactory. This represents improvement, as evidence in pupils' low standards shows that some elements of provision were previously inadequate. The school has an overall satisfactory capacity to improve. There are obvious good features in recent improvements in development planning. These are securely focused on outcomes in learning while maintaining the school's nurturing profile. However, the legacy of several years of uncertainty will take time to overcome. Many subject leaders are new to their roles and, despite their obvious enthusiasm, they lack management expertise, especially in monitoring and evaluating pupils' achievement and standards.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills and experience which are well below those normally expected of this age group, particularly in terms of communication, language and literacy skills. They are well taught and cared for alongside Reception children in a safe, stimulating and

well-organised environment. They have great fun! Unsurprisingly, parents are really pleased. Comments such as, 'I couldn't want for anything better,' are typical. Children from both year groups learn to identify sounds with letters and make a sound start on early reading skills as well as in counting, sorting and identifying mathematical shapes. They make good progress, especially in settling into school life and routines, and in learning how to share and take their turn. A strong emphasis on being considerate and appreciating how what you do affects other people underpins good personal, social and emotional development. Children respond well to a good range of well-managed opportunities to learn through play, make choices, and show independence. Staff know children well and keep good records of their participation and performance. These are used satisfactorily to plan future activities. However, not enough use is made of such information to evaluate the success of the EYFS as a whole, as opposed to individual children's progress. Children who need extra help are swiftly identified. Support for them is good. This is an example of the effective leadership and management of the EYFS which is founded on a very good partnership between staff and their assistants. Despite good progress and many children reaching average standards in knowledge and understanding of the world, physical and creative development, they leave Reception with below average skills in some key aspects of reading, writing and mathematics.

What the school should do to improve further

- Raise standards, notably in writing and mathematical problem-solving, ensuring that more able pupils do not underachieve and that the proportion of pupils reaching higher than average levels is at least consistent with the national average.
- Improve the use of assessment to set targets that will serve as reference points for individual pupils to measure progress and show how improvements can be made.
- Improve the quality of subject leadership and management with special reference to how pupils' achievements and standards are monitored and evaluated.

Achievement and standards

Grade: 4

Since the last inspection, standards declined over a three-year period. National assessments in reading, writing and mathematics at the end of Year 2 and in English, mathematics and science at the end of Year 6 showed standards were significantly below average in 2007 and 2008. The school's good support for those with learning difficulties and/or disabilities successfully helped such pupils to make satisfactory progress and, in most cases, achieve well. However, the main reason for the school's low standards is that potentially higher attaining pupils underachieve and do not consistently reach above average levels. This is most often the case (but not exclusively so) in writing and mathematical problem-solving. As a result of the local authority's extra support to the school in English and mathematics, improvements have been made. There are signs that the downturn in standards has been arrested. However, although improvements are predicted for 2009, standards as seen in lessons are still well below average. Current progress of the majority of pupils is satisfactory, but achievement remains a weakness because of gaps in previous learning and a legacy of expectations being too low.

Personal development and well-being

Grade: 2

The good start made in the EYFS is successfully built upon throughout the school and pupils' personal development is good. For many pupils who start their education with well below

expected communication and social skills, this marks a considerable achievement. Because relationships are good and pastoral care is highly effective, pupils are well adjusted, show consideration for others and develop in confidence. Behaviour, despite the minority of pupils who for a variety of reasons find it hard to conform, is good. Pupils are clearly happy in school and respond with positive attitudes nearly all of the time. Attendance, which until last year was below average, is now consistent with the national average with the majority of pupils attending regularly and punctually. Pupils show enthusiasm for learning, especially when it is practical, and have been keen to take on board how to stay fit and healthy and how to use equipment safely. They say they feel safe in school and report that when there are problems, they are helped to overcome them. Pupils' contribution to the school and the local community is satisfactory. The school council is effective, but pupils say they would like more opportunities to take responsibility and plan their own activities. Spiritual, moral, social and cultural development is good, with strengths in that pupils know right from wrong and are prepared to work and play with others. A very good example of this is the positive impact that the use of talking partners is having on developing pupils' ability to identify and solve problems. This contributes to pupils' sound basis for future study and for life in general.

Quality of provision

Teaching and learning

Grade: 3

When teaching was evaluated by senior leaders and representatives of the local authority a year ago, it was found to be at best satisfactory but clearly had elements that were inadequate. Regular reviews point to improvements term on term as a result of effective support and training. Currently, teaching is satisfactory and has a nucleus of good practice, for example in the EYFS, Years 2 and 5. This improvement is a major factor in arresting the decline in standards and represents a positive sign for the future. Strengths in teaching are in teamwork and staff mutual support which result in work deliberately planned to enthuse pupils as well as seeking to make learning relevant to their needs. Good relationships, very good day-to-day organisation, and very successful help for those pupils in need of extra emotional and behavioural support are justifiably why the school is held in high regard by parents. Teaching assistants make a strong contribution to pupils' learning, pastoral and physical care and are very much full members of the school staff. Weaknesses in teaching are that expectations remain too low for more able pupils and that the use of meaningful academic targets is not consistently a focus of the marking of their work. Both factors have led to underachievement. The new headteacher's incisive evaluation of teaching is at the heart of improvements already in hand.

Curriculum and other activities

Grade: 3

The school has recently adopted an integrated curriculum, whereby most subjects are taught through a themed approach. It is too soon to say what the effect of this will be in academic terms, but it has certainly improved pupils' enjoyment and involvement, and staff confidence and morale. Careful planning has identified that all required elements and skills will be covered over the seven years pupils spend in the school. However, this will take time to work through and currently pupils, especially in Years 3 to 6, face a catch-up situation as a result of previous disruption and gaps in their learning. A good range of extra-curricular opportunities and good consideration of personal, social and health education make a strong contribution to pupils' personal development.

Care, guidance and support

Grade: 3

Academic care and guidance are satisfactory. This represents a significant improvement. It still falls short when staff too often do not follow up the targets pupils are set in order to consolidate and prompt skills and understanding. Since the start of this term, assessment information has been well collated and presented, but is not taken full advantage of in each class to track and promote pupils' progress.

Pastoral, physical and emotional care are undoubted strengths of provision rooted in good quality relationships. The 'nurture' and 'calm' rooms play a very effective part in helping pupils come to terms with their feelings and frustrations. Safeguarding arrangements are effective in making the school a safe place. Well-established procedures for first aid, risk assessment, child protection, and for supporting the very small number of children in care underpin the caring ethos the school is well known for. There are good links with outside agencies such as social services, and a satisfactory and growing partnership with parents to support personal development

Leadership and management

Grade: 3

Although the overall leadership and management of the school are judged satisfactory, the strength the new headteacher has brought to the way the school is run is good. Together with an effective senior leadership team, he has ensured that the school has clear educational direction. Actions are well chosen to bring about improvement. There is an emerging picture of strengths in the management of change. For example, the school's contribution to community cohesion is satisfactory. It is much improved by links being fostered with the local community, a partnership with schools in different areas, and work in the curriculum on lifestyles abroad.

Parents are adamant that 'things are looking up!' A stability has been established which, in the new accommodation, is binding the staff, governors and pupils together as a good team with a common purpose. It is clear that in the past, this purpose focused on pupils' personal development but left expectations of academic performance too low. New initiatives, some of which continue those begun last year as a result of the local authority's support, have already been successful. Improvements in teaching, behaviour, attendance, support for those with learning difficulties and/or disabilities, the effectiveness of the EYFS, and in the deployment of staff and resources are all the result of accurate self-evaluation and determined leadership. Governance is good in terms of managing finances and the accommodation. It is only satisfactory overall because there has been too little first-hand monitoring and evaluation of the impact of decisions made in terms of outcomes in pupils' learning. This has also been a feature of weaknesses in the work of subject leaders who have not, until very recently, been sufficiently involved in analysing the reasons for underachievement.

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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

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?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

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?	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
The extent to which 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 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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
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	3
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?	Yes

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

12 December 2008

Dear Pupils

Inspection of Kingsleigh Primary School, Bournemouth BH10 5HT

Thank you for all your help during the inspection. Yours is a happy school. You made us feel welcome. A special thanks to those in the school council who told us all about your school. We found that over the last three years, standards in English and mathematics have been well below those found in most schools. Whilst we can see that since your new headteacher came in September, things have moved forward, everyone agrees that the school needs to do even better. Kingsleigh has been given what adults call a 'notice to improve'. An inspector will visit again in about six months' time to see that things are on the right track. The school will be inspected again in about one year's time.

Here are some of the good things we found:

- You are being successfully helped to grow up as sensible young people who care about others and our world. You are rightly proud of the Healthy School award.
- Your behaviour is good, despite the few times when a small number of you misbehave!
- Staff make sure you are well looked after from the start of breakfast club to the end of after school club.
- Those of you who need extra help are given good support.
- The school is well run and is ready to make improvements.

These are the main things that need to be improved:

- Standards, especially for those of you in top groups, need to be raised so that the school does as well as most other schools in English and mathematics.
- Teachers need to make good use of what they know about how well you are doing to show you what to do to improve your work.
- Teachers who are responsible for subjects need to find out more about what is going on in their subjects so they can plan for improvements.

You can help by working hard and thinking about your targets.

Yours faithfully

Mike Burghart Lead inspector