

# Kingsfold Primary School

## Inspection report

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<b>Unique Reference Number</b>	119278
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	331056
<b>Inspection dates</b>	10–11 March 2009
<b>Reporting inspector</b>	Sonya Williamson HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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)	118
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tom Taylor
<b>Headteacher</b>	Mrs Linda Clement
<b>Date of previous school inspection</b>	24 April 2007
<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>	Martinfield Road Penwortham Preston Lancashire PR1 9HJ
<b>Telephone number</b>	01772 743531

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 March 2009
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**Fax number**

01772 750882

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## Introduction

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

## Description of the school

The school serves a southern suburb of Preston and is smaller than average. The proportion of pupils eligible for free school meals is much higher than that found nationally. The proportions of pupils from minority ethnic backgrounds and who have English as an additional language are below those found nationally. A well above average proportion of pupils has a statement of special educational need but the proportions with learning difficulties and/or disabilities are broadly average overall. Significant numbers of pupils enter and leave the school at non-standard times. The school holds the Healthy Schools award and has achieved the Activemark award for exceptional delivery. It also has Investors in People status and Financial Management Standards in Schools.

## 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.

Kingsfold Primary School now provides a satisfactory education for its pupils. All aspects of the school's work are at least satisfactory. The pupils' personal development and the way they are cared for, guided and supported are good, reflecting the school's mission statement of 'Pride in all we do'. Pupils enjoy coming to this school and say they feel safe. Pupils who have not been at the school from the start are made to feel very welcome and they settle in quickly forming strong friendships. The school works well in partnership with others to enrich its provision. Links with the Children's Centre on the school site are strong and help build positive and supportive relationships with parents. Pupils benefit from visits and visitors, links with local churches and other schools and a wide range of sporting opportunities. Many take up the good extra-curricular opportunities provided. Pupils receive strong support for their development as young citizens.

Pupils enter the school with below average starting points and leave with standards that are broadly average. Their achievement is satisfactory overall although the progress they make is not consistent between classes. Progress accelerates as pupils move through the school. Pupils benefit from focused interventions to address aspects of underachievement that have been identified through good assessment and tracking systems. However, writing remains a weaker area. Pupils with learning difficulties and/or disabilities make good progress and are supported through the good work of teaching assistants.

Attendance is satisfactory. Pupils enjoy school and behave well. They say they feel safe and they are always ready to help each other. They are developing satisfactory skills to help their future economic well-being. Their social and moral understanding is strong and they are improving their skills in information and communication technology (ICT) through their increasing use of computers in lessons.

Relationships between teachers and pupils are warm, positive and respectful. Teachers manage their classrooms and the work of teaching assistants well. Teachers' planning is now better matched to pupils' needs in literacy and numeracy. However, there is lack of consistency in the way teachers use assessment data across the curriculum to determine levels of challenge. In particular, tasks set do not challenge the highest attaining pupils frequently enough. Good pace, the use of targeted questions, active learning and pupil involvement in assessing learning are aspects of teaching that have been strengthened since the previous inspection. Recent changes to the curriculum ensure it meets statutory requirements and make links between areas of learning. However, the curriculum in the non-core subjects is not sufficiently tailored to pupils' interests and does not consistently build on their own experiences.

Leadership, management and governance are now satisfactory and have been strengthened at all levels. Much of the improvement is a result of the systems which have been developed to help the school know itself better. Its analysis of strengths and areas for development is accurate because it is well founded in strong systems to check and evaluate how well things are working. The information gained is used effectively in improvement planning and this directs the work of the school. However, some of the impact of this is lost because the monitoring is not sufficiently focused on the achievement and standards of pupils. The school has a satisfactory

capacity to improve overall. There are clear strengths in the use of academic tracking and the strong team ethos amongst the staff.

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

### **Grade: 3**

Provision for children in the Early Years Foundation Stage is satisfactory. Children enter the Nursery with skills and abilities that are much lower than usually seen. They make satisfactory progress although they do not reach average levels when they leave the Reception class. The priority given to children's personal development enables them to make very good progress and they do reach the expected level in this area of learning. Children establish good friendships, behave well and eagerly help with tidying away. Teaching is satisfactory with good features. Staff work well as a team ensuring all children have a busy and enjoyable time. Activities are often practical and the resources used capture children's imagination. In one lesson, bubbles and coloured water in bottles created much enthusiasm for learning and most effectively extended children's vocabulary. Welfare and guidance are good. Staff are welcoming and children settle well and feel safe in school. The curriculum is satisfactory. Bright outdoor areas are used well to extend learning and the school strives to broaden children's horizons with visits and visitors. A difficulty arises in maintaining a balance between the needs of the Reception children and those in the Nursery who attend either in the morning or in the afternoon. Morning activities are sometimes too directed by adults with not as much time available for free choice and creative play. Leadership and management are satisfactory. Changes to the organisation of the room have improved the environment and made it easier for children to access resources. Currently, improvement priorities are decided with support from the local authority. The school is in the process of drawing up a detailed plan to show how these priorities will be translated into action.

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

- Improve the consistency of pupils' progress as they move through the school so that standards rise, particularly in writing.
- Ensure all leaders and managers focus checking and evaluation on the standards and achievement of pupils to give clear direction and greater challenge to improvement planning.
- Tailor the curriculum to better meet the needs and interests of pupils.
- Improve the levels of challenge for pupils, particularly the most able.

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**

Achievement is satisfactory and pupils leave school with broadly average standards. From a below average starting point as pupils enter Year 1 they make satisfactory progress between Years 1 and 6. This accelerates as pupils move through the school. Teacher assessed standards at the end of Key Stage 1 in reading, writing and mathematics have been significantly below average for several years. The school recognises some underachievement linked to weaker assessment and several staffing changes in previous years. Stronger teaching and much improved tracking are now improving progress.

Results of national tests at the end of Key Stage 2 have risen sharply. In 2008, unvalidated data showed standards in reading were above average and average in mathematics and science. Writing was below average and the changes put in place by the school are not yet having enough impact on standards. Targets were met by the school. Current standards are not expected to be as high this year because the cohort includes several pupils new to the school and the ability of this cohort is lower than that in 2008. Nevertheless, school records and inspection evidence show pupils have clearly made at least satisfactory progress with several making better than this, especially in their reading.

Higher attaining pupils are not always making enough progress and this limits standards. Pupils with learning difficulties and/or disabilities make good progress. Their needs are promptly identified and appropriate action taken. Support staff are well trained to meet the specific needs of pupils and guidance in class and in individual support is effective.

## **Personal development and well-being**

### **Grade: 2**

The school's promotion of pupils' personal development and well-being is good.

Communication between staff and pupils, amongst pupils and with parents is positive and encouraged in all aspects of the school's work. Good relationships and opportunities provided by the curriculum help pupils to have good social and moral development. Their spiritual and cultural development is satisfactory. The school is aware of these differences and is actively planning to address them.

Pupils are encouraged well to adopt healthy lifestyles. They are aware of healthy food choices and chatted confidently to one of the inspectors in the dining room about their favourite fruits. They asked for new playground equipment and now use it well. Pupils participate enthusiastically in the wide range of sporting activities available outside school hours. This has led to the school's achievement of the 'Activemark with exceptional delivery'. Pupils adopt safe practices. They care for each other and move and play safely in the school environment. Pupils say they enjoy school and they show this and behave well in their lessons, particularly when they have the opportunity for interactive learning linked to their own interests. Attendance is broadly average and the school's knowledge of individual pupils and their families helps its close monitoring.

Pupils have good opportunities to make a positive contribution in the school community and the local area. They support each other through strong friendships as well as supporting local residents. The school council's work on the development of pupil versions of the community cohesion and disability policies is having a positive impact on pupils' values and attitudes. Pupils' development of workplace and other skills that will contribute to their future economic well-being is satisfactory. Although they have some weaknesses in their literacy and numeracy skills, they are sociable and articulate and their opportunities to use ICT are increasing.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with several good features seen in lessons. Organisation and management are effective because planning is good and teachers are clear about what they want pupils to learn. This is often shared with pupils so they have a good understanding

of what is expected of them. Pupils talk enthusiastically about their teachers and their own eagerness to do their very best. Questions are increasingly probing and challenging. In the best lessons, setting timed tasks ensures a brisk pace. This leads to periods of intense learning and hard work. Most teachers are using ICT well to extend learning. The interactive whiteboards are often used effectively to clarify learning but are not always fully exploited to add imagination and that element of surprise to lessons. Support staff are used well to meet the needs of the pupils with learning difficulties and/or disabilities. Although improved tracking means the higher attaining pupils are clearly identified, their learning tasks are not always sufficiently challenging.

Staff are starting to include pupils more in their own learning. Teachers ask pupils to identify how well they have understood concepts, although they do not always follow this up with sufficient explanation before moving to a new task. However, two lessons seen in Years 5 and 6 were clearly planned to address the gaps in pupils' geographical and scientific knowledge and skills. Pupils have apt targets that tell them what they need to do to improve. Occasionally they are not written in language that is clearly understood, especially by the younger pupils. Marking is good. Teachers often take considerable time to inform pupils how they can make their work better and make sure they have the time to deal with the points raised.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum has been developed well to meet statutory requirements as a result of changes to the planning of the non-core subjects. There is an increased emphasis on promoting literacy, numeracy and ICT skills through the new thematic approach. Pupils' topic books showed some good opportunities for extended writing. The curriculum has an appropriate focus on key concepts and skills that is enabling teachers to include assessment opportunities in their planning. Teachers work co-operatively to lead and manage areas of learning and track pupils' progress. The curriculum broadly meets pupils' needs, but it is not yet sufficiently well adapted to pupils' interests and does not always build from their own experiences or promote creativity. Pupils have access to a wide range of extra-curricular activities that include sporting, science and music clubs; the good partnership working of the school enhances many of these. Trips and visits and the use of visitors enliven the curriculum well. These and the strong personal, social, health and citizenship curriculum make a good contribution to pupils' personal development and well-being.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care has high priority. Safeguarding procedures meet requirements. Staff are trained in meeting pupils' individual needs and are especially vigilant in their observations to ensure pupils are safe and happy in school. The school fully exploits the skills of staff based in the Children's Centre. Advice is sought from health and social services so that children needing extra help are identified before entering school. This leads to a most effective start for many children as staff already know their needs and are prepared to give them the best help possible. Parents also benefit from workshops and good links with school to help them in promoting their children's welfare. When needed, the school provides small group or individual nurture sessions that include practical activities that teach pupils how to manage their own behaviour and relate well to others. The breakfast club helps promote improved attendance and pupils' personal development and well-being.

Academic guidance has greatly improved. The school now has at its fingertips clear information about the progress of individuals. This information is used most effectively to put in place interventions for those who are starting to lag behind other pupils. As yet, this support for the higher attaining pupils is not as effective.

## **Leadership and management**

### **Grade: 3**

The effectiveness of leaders and managers in raising achievement and supporting all learners is satisfactory overall. The headteacher and other leaders work very hard and clearly direct school development. The use of challenging targets has helped to raise standards and improve rates of progress but inconsistency between year groups remains. Levels of challenge are not yet sufficiently high to eradicate all the underperformance from previous years and ensure that progress is good across the school. The effectiveness of self-evaluation is good. It is well founded in an increasingly wide range of checking and evaluation strategies that direct action planning. Inspectors agree with the school's own judgements about its strengths and areas for development. Improvement planning and monitoring and evaluation are well focused on ensuring the quality of provision but are less well focused on the achievement and standards of pupils or identifying possible discrepancies between groups of pupils.

Teams of teachers are beginning to effectively lead and manage the new organisation of the curriculum. Initial monitoring has been conducted during staff meetings and strengths and weaknesses quickly shared. Leaders have recently addressed planning for community cohesion and given the school council a strong role in this so that pupils have a sense of ownership. Initial training has been used to good effect. Further training is planned to help ensure that the strengths of the school, such as links with the local community and pupils' social and moral development, are built upon. The small numbers of pupils from minority ethnic and different cultural backgrounds are integrated happily through strong teamwork from staff and pupils.

Governance is satisfactory overall. Governors discharge their responsibilities increasingly confidently and receive strong advice from the headteacher. They have achieved the financial management standard for schools and have taken responsibility for links with areas of learning. Now they are considering ways to get more closely involved with holding the school to account as well as continuing to provide very strong support.

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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?	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 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?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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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>	2
The extent of learners' spiritual, moral, social and cultural development	3
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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?	No

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

12 March 2009

Dear Pupils

Inspection of Kingsfold Primary School, Lancashire, PR1 9HJ

Thank you very much for the help that you have given to me and the other inspectors on our visits to your school over the past two years. I really enjoyed getting to know you through our organised discussions and through our chats in lessons and over lunchtime.

I was particularly impressed to hear how well you have contributed to making changes to your school through the work of the school council. You have helped by developing new policies, by asking for new equipment and by always being willing to help others. You have supported Mrs Clement and the staff because you behave well and try hard with your work. Your school is now at least satisfactory in all aspects of its work. There are good features too. The school encourages you well to be safe, stay healthy and to work together for the good of the school and the local community. You are well cared for. Through reading your targets and the teachers' detailed marking you know what to do to improve your work.

So that your school will continue to improve, we have asked the staff to make sure you progress well in every class so that the standards of your work rise, particularly in writing. I was very impressed with your best writing displayed proudly on the walls. When staff check how well the school is doing we want them to concentrate on your progress, how well you are doing and whether the work is challenging enough for those of you who sometimes find it easy. You might have noticed how some of your lessons, particularly those in the afternoon, have changed. Your teachers are working in teams to plan new activities for you that link subjects together to make them more relevant. We want them to continue this work so that lessons are matched to your needs and interests as well as possible. You can help by letting them know what you enjoy and how you learn best.

I wish you all a happy, healthy and successful future.

Sonya Williamson HMI