

# Kingswood Infant School

## Inspection report

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<b>Unique Reference Number</b>	115267
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338550
<b>Inspection dates</b>	28–29 January 2010
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Pocock
<b>Headteacher</b>	Mrs Debbie Loveless
<b>Date of previous school inspection</b>	2 October 2006
<b>School address</b>	Clay Hill Road Basildon Essex
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<b>Email address</b>	headteacher@kingswood-inf.essex.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of the time looking at pupils' learning. They visited 14 lessons and observed ten teachers, attended assemblies, and held meetings with staff, groups of pupils and the Chair of Governors. They scrutinised the school's work, and looked at assessment information, pupils' books, pupil records and improvement plans. The team received and analysed 84 parental questionnaires and 28 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively teachers plan learning objectives and use their assessments of pupils to accelerate learning
- whether the school's action to improve boys' writing is bearing fruit
- how well staff make use of the facilities in Reception to promote all areas of the children's learning.

## Information about the school

The school is of average size. Most pupils are from White British backgrounds, although an increasing number speak English as an additional language. The percentage of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is well below average. The school has received Healthy School Status and the Basic Skills Quality Mark. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has been through considerable changes of staff in the last two terms including the appointment of a new headteacher and deputy headteacher in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Kingswood Infant School provides a satisfactory education for its pupils. It has some good features despite the fact that it is going through a period of change with new senior leaders and a number of recently appointed teachers. The headteacher has identified that this has slowed the progress of pupils in some classes. Achievement is satisfactory given the pupils' starting points. The pupils make the progress expected of them and attainment is broadly average, although results for Year 2 pupils were above average in 2009 in both reading and writing.

Children get off to a secure start in the Nursery and Reception classes. They make satisfactory progress but shortcomings in the outdoor provision mean the children are not able to move freely between the inside and outside areas, which slows their development.

Assessment is now more systematic and the pupils' progress is carefully checked so that additional programmes can be put in place to support those who might be falling behind the school's expectations of them. While there is some good teaching across the school, this is not consistently the case. The most effective teachers are clear about what they want the pupils to learn and how this will be achieved, matching work well to individual needs. What other teachers are not doing so well is using the information they have to adapt their lessons to meet the varying needs of all pupils in their classes. Expectations are not always high enough and teachers do not engage pupils sufficiently, so they lose concentration at times.

Teachers use a variety of activities to stimulate boys' writing. These are starting to take effect as boys become more immersed in writing and show greater willingness to write at length. New materials have been introduced to support the drive to increase the number of pupils working above expected levels in mathematics, but to less effect because teachers are not utilising them to challenge pupils sufficiently.

Pupils have an excellent understanding of how to stay safe and how to face up to the risks they might encounter in the future. Pupils say they feel very safe because they trust their teachers and are confident that any concerns can be shared with adults and sorted out quickly. They also say they are very happy in school, because they 'have many friends' and are 'never alone'.

The new leadership team has laid the foundations for improvement by introducing a more effective cycle of evaluation on which to base future planning. Senior leaders recognise that this is only the start and that there is much more to be done, particularly in moving teaching and learning forward. Teachers do not always work closely together when planning lessons and have not had the opportunity to improve by observing good

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practice and identifying the features that make for good or better teaching. Although the school is starting to see improvements in progress and attainment, these have yet to be sustained over a longer period. For these reasons, the school's capacity to improve is satisfactory.

## What does the school need to do to improve further?

- Accelerate pupils' learning by:
  - adopting strategies that engage pupils more so that they can take greater responsibility for their own learning
  - making better use of assessment information to plan lessons with clear objectives to move the learning of all pupils forward
  - raising teachers' expectations and ensuring that the more able pupils are consistently challenged, particularly in mathematics.
- In order to raise the quality of teaching, school leaders should:
  - provide opportunities for teachers in the same year group to plan together
  - identify the key features of good and better learning
  - establish a programme where teachers can develop their skills by observing best practice.
- Provide all Reception children with free-flow access to a suitable outside classroom where activities are planned to complement learning indoors.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3

Observations of lessons show that pupils learn, develop their understanding and acquire new skills at a satisfactory rate. Most pupils work hard. They listen carefully to their teachers and concentrate on the tasks they are set. When given the opportunity, they enjoy discussing their ideas with others and working co-operatively, as when sharing their news in a good start to a Year 1 lesson. Where teaching is less varied and active, pupils tend to be passive and they lack urgency in completing tasks. The support provided within and outside the classroom enables pupils who have special educational needs and/or disabilities and those who are learning English as an additional language to make satisfactory progress towards their individual targets.

Almost all pupils behave well around the school, helping to add to the harmonious atmosphere, although there are times in lessons when their concentration wanders and slows their learning. Pupils feel part of the school community and attend regularly. They are considerate, show respect and learn to be tolerant of the views and customs of others. Pupils responsibly undertake jobs around the school, such as working as playground helpers or when representing others on the school council. Pupils

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understand what to eat if they are to stay healthy, and have their understanding of food cycles reinforced through the gardening club.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The more effective teachers reinforce their expectations of the pupils through regular praise so that their classrooms are calm and purposeful. Activities are planned carefully and varied, and resources such as new technology are used to add interest to learning. These features are not seen consistently throughout the school. Pupils enjoy discussing their ideas with others, although often opportunities are missed to engage them in this way or encourage them to take responsibility for aspects of their learning and so become more independent.

Themed events such as the recent puppet week add much interest and enjoyment to the pupils' experiences. Along with clubs and visitors, these help to enrich the pupils' learning and enable them to see how learning links together. The community police and other visitors to the school help the pupils to become exceptionally well aware of how to keep themselves safe and give them a good understanding of healthy living.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Care is taken to ensure that pupils whose circumstances make them vulnerable receive the support needed to help them to be successful in school. The improved use of assessment data is particularly effective in enabling the school to identify the precise difficulties being faced by pupils with special educational needs and carefully tailor programmes for withdrawal and other intervention groups. The more effective use of assessment information is also helping to identify the language needs of pupils learning English as an additional language.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is establishing a clear direction based on improving teaching so that the pupils' learning and achievement can become more consistent. Senior leaders are at the point of starting to put in place structures by which they can develop the expertise of teachers. Careful monitoring is enabling them to identify strengths in teaching and see where improvements are needed. The thorough analysis of data enables the school to identify where its strengths lie and the action that is needed to maintain recent improvements. However, much of this evaluation and the devolving of leadership to others are in the early stages of development and only just becoming embedded into the life of the school. Governors support the school satisfactorily. They understand its strengths and weaknesses, but are not fully involved in monitoring the impact of their policies or shaping future direction.

The school is involved in many activities to help the community to become more cohesive. Staff and governors understand the school's context and participate in activities to support pupils and their families, while recognising that there is more work to do in engaging with community groups beyond the school. The focus on developing a stronger partnership with parents, means that most feel very well informed and involved in their children's education. Leaders and governors have put in place secure arrangements for safeguarding the welfare of the pupils and for making sure that those working with the pupils are properly vetted. The school takes its duty to promote equal opportunities seriously. Leaders ensure that discrimination of any sort is not tolerated.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Changes of staff this year have not helped to generate stability for these young children. This is reflected in the slowing of their progress and the need to re-establish relationships in the Reception classes. From skills as expected for their age on entry, the children make satisfactory progress. Concerns over the accuracy of assessment data mean that the school has not always had a secure picture either of how well children are doing or the quality of provision in all areas. This has been resolved, as in other parts of the school, but it means that learning activities have not been closely matched to individual needs.

Adults in the Nursery are skilled at promoting the children's personal development and providing them with a secure environment in which to learn. The indoor classroom provides interesting and stimulating activities focused on all areas of learning. The children settle in well and enjoy learning in the Nursery, more so than in Reception. Governors and the leadership team are, rightly, aware of the shortcomings of the outdoor provision for Reception children, the lack of which currently limits their free-flow between activities inside and outside. Leaders have started investigating how this might be addressed.

The leadership of the Early Years Foundation Stage has changed this year. A sharp understanding of the qualities of provision is emerging as the new leader's monitoring role develops and assessment data becomes more accurate. This is enabling clearer plans for improvement to emerge to support necessary improvements.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parental support for the school is high. Parents and carers are almost unanimous in reporting that their children enjoy school. They are particularly pleased with the quality of teaching and the way their children are helped to become safe. These are areas that are endorsed by the inspection team, although teaching across the school was found to be satisfactory. A few parents expressed some concerns about the way the school deals with unacceptable behaviour. The inspection team did not find sufficient evidence to support this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingswood Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	54	38	45	1	1	0	0
The school keeps my child safe	48	57	36	43	0	0	0	0
The school informs me about my child's progress	25	30	50	60	7	8	1	1
My child is making enough progress at this school	28	33	50	60	6	7	0	0
The teaching is good at this school	37	44	43	51	1	1	0	0
The school helps me to support my child's learning	32	38	46	55	4	5	0	0
The school helps my child to have a healthy lifestyle	36	43	45	54	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	33	43	51	2	2	0	0
The school meets my child's particular needs	31	37	46	55	4	5	0	0
The school deals effectively with unacceptable behaviour	22	26	43	51	11	13	1	1
The school takes account of my suggestions and concerns	24	29	49	58	1	1	1	1
The school is led and managed effectively	38	45	38	45	2	2	1	1
Overall, I am happy with my child's experience at this school	44	52	35	42	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 February 2010

Dear Pupils

Inspection of Kingswood Infant School, Basildon, SS16 5DE

On behalf of the inspection team, thank you all very much for your friendliness and help when we visited your school recently. We were pleased to see how much you enjoy school and we agree with you that your teachers take good care of you. You behave well and those of you who have special jobs, such as play leaders or school council representatives, carry out your duties responsibly. Thank you for sharing your views with us. We judge your school to be satisfactory. You make satisfactory progress during your time in school. The large majority of you reach the standards expected by the time you leave in Year 2.

Your headteacher, other staff and governors are trying hard to make the school even better. The three things we have asked the teachers and other adults to do are to:

- plan lessons that help all of you to move forward as rapidly as possible and make learning more challenging for those of you who find learning easy in mathematics
- work more closely together in each year group and share their ideas and skills with each other
- improve the outside areas for Reception children.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to show pride in your school, working hard, attending regularly and being punctual.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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