

Kingswood Primary School

Inspection report

Unique Reference Number	118524
Local Authority	Kent
Inspection number	339232
Inspection dates	3–4 March 2010
Reporting inspector	Jacqueline Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Erica Duckworth
Headteacher	Emma Hickling
Date of previous school inspection	28 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, observing four teachers, and held meetings with groups of pupils, staff, school leaders and governors. They observed the school's work, and looked at documents, including school policies, pupils' progress data, attendance figures and school improvement planning as well as pupils' work. Twenty two parental questionnaires were evaluated in addition to 73 questionnaires from pupils.

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

- the effectiveness of the school's strategies for improving the learning and progress of all pupils
- the extent to which leaders and teachers use assessment information to support and challenge pupils' learning and raise attainment
- the effectiveness of leaders at all levels in monitoring and evaluating the quality of provision to improve teaching and secure pupils' progress.

Information about the school

Kingswood Primary School is a smaller than average-sized school in which the number of pupils on roll is increasing. The pupils are mostly from White British families. The proportion of pupils with special educational needs and/or disabilities is above average. Of these, their typical difficulties are in behavioural, emotional and social needs, many diagnosed with autistic spectrum disorders. The school was part of a federation of schools until summer 2009 when the current headteacher was appointed.

The school has achieved recognition for quality in extended services and has been awarded Healthy Schools status, the Activemark and the Gold School Travel Plan.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It enables pupils to achieve well in their learning and develop successfully as individuals. Pupils benefit from good relationships with staff, enjoy their learning and behave well. They talk with pride and enthusiasm about their school, its friendliness and the many activities and clubs they take part in. Since the last inspection, the school has focused strongly on improving its pastoral support for pupils. As a result, they now have a good understanding of how to stay safe and lead a healthy life, as demonstrated in their recent awards and enthusiasm for the 'Walk on Wednesday'. The school has recently worked particularly hard to foster strong links with parents and carers. Consequently, the overwhelming majority of responses to the parents' questionnaire were very positive, as were those of the pupils.

The school has focused successfully on improving the quality of teaching in its drive to improve pupils' progress. As a result, pupils are progressing well in lessons that are typically lively, interesting and well paced. Pupils themselves comment positively on lessons where 'you learn new things' and homework that is 'really fun'. The headteacher, effectively supported by governors and staff, has led the school's successful push to use assessment strategies more rigorously to raise achievement. Teachers regularly check how well pupils are doing and are effective in sharing this information with pupils as well as parents and carers. These systems are working well in English, mathematics and science but are less effective in other subjects. Assessment is used well from day to day to plan lessons that are well matched to pupils' abilities. However, teachers' marking is not always sufficiently focused on moving pupils' learning forward. It is better in English than in mathematics or other subjects. Pupils' involvement in evaluating their own progress is still being developed.

While leaders at all levels play a part in evaluating the school's effectiveness, several are new to this role and have yet to fully develop their part in checking how well the school is doing and leading improvements in their areas of responsibility. Nevertheless, because of the close teamwork in the school, all staff are aware of what needs to be done to improve further. This, combined with the school's effective action to bring about improvement since the last inspection, shows that the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Raise attainment in all subjects by:
 - developing teachers' marking, particularly in mathematics, so pupils understand what to do next to improve their work

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- extending the good practice seen in English, mathematics and science to improve teachers' use of assessment in other subjects so that pupils are always challenged to achieve their best.
- Extend the leadership roles of teachers who are relatively new to their positions of responsibility by:
 - increasing their effectiveness in monitoring and evaluating the work of the school
 - developing their ability to lead improvements and take increased responsibility for ensuring success.

Outcomes for individuals and groups of pupils**2**

Across the school, pupils achieve well in their academic learning and in their personal and social development. They are clear about their learning and, in all the lessons observed, talked with confidence about what they had achieved. At the end of a Year 2 mathematics session, pupils were able to answer questions about the graphs and charts they had produced and checked for themselves whether they met the targets for the lesson. Pupils of all ages talk eagerly about what they have learnt in lessons and their learning targets. The oldest pupils speak confidently about the levels they have already achieved.

In Key Stage 2, the trend in attainment in the Year 6 national tests over the last three years has been broadly average. However, in 2009, attainment rose in English. Pupils achieved well to reach above average standards following a whole-school focus on improving reading and writing. School data show this success is currently being replicated in mathematics and science. Lessons and pupils' books show progress in all three subjects is now good. This pattern is seen across the school and confirms the success of the school's initiatives to raise attainment, tackle past underachievement and secure pupils' consistently good progress. The school has now turned its attention to improving learning in other subjects where progress is less rapid. Pupils with special educational needs and/or disabilities make the same progress as others because of the effective additional support they receive. Progress for pupils from other vulnerable groups matches the good progress seen across the school.

Pupils achieve well in their personal and social development. Their enjoyment of school life is evident in their supportive approach to one another which helps make the school a safe and welcoming place. Pupils say they like coming to school and 'get on with each other really well' because they are well cared for and feel safe. As a result, although a very small minority of parents and carers have concerns, the inspectors judge behaviour to be good.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is good overall across the school. The key features of this are the good relationships adults have with children and the interest and fun generated in lessons, which help pupils to develop positive attitudes to learning. In a Year 6 mathematics lesson, pupils enthusiastically tackled a series of mental arithmetic problems, confidently sharing their ideas and thoughts. Pupils were given every chance to talk about their learning and consequently were highly motivated and worked well collaboratively. A similar picture was seen in the Reception class where children's play was purposeful and they relished being able to explain what they had planned and learnt during the session. Where teaching is less strong, though still satisfactory, the learning is more ordinary and does not include as many opportunities for pupils to explain their ideas and reasoning. In all lessons, questioning is used effectively to extend and assess pupils' understanding. During lessons, adults regularly explain to pupils how they can improve their work. Where marking is best, pupils understand the next small steps needed to improve their work and, as a result, their progress is accelerated. This is not yet consistent across subjects.

The curriculum is successful in building pupils' basic skills in English, mathematics and information and communication technology. It is brought alive by the creative links made between subjects and enhanced by visits, themed weeks and visitors who share their expertise with pupils. Creative weeks have focused effectively on developing pupils' empathy with the diverse cultures of their own community and the United Kingdom. This enables all pupils to feel valued and ensures all groups of pupils, including those learning English as an additional language and those with Gypsy/Roma heritage, grow in

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confidence and self-esteem. The programme of out-of-school activities is good, and the many clubs for all ages that are well run by the Year 6 pupils effectively promote pupils' positive relationships and their strong contribution to the school community. Pupils' welfare and personal, social and health needs are catered for well because the school works closely with parents and carers as well as outside agencies where needed.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, supported by leaders at all levels, provides a clear vision for how the school can move forward. Staff are 'proud to be part of a very strong team' and there is a positive atmosphere of 'can do' amongst the school team. As part of the school's improvement planning, leaders are involved in analysing the school's results and in monitoring teaching to see where it is most effective and where improvements are needed. Shared leadership has developed well since the last inspection with all leaders becoming increasingly involved in checking the school's work, though some are still relatively new to their posts. As a result, leaders have a clear understanding of the school's overall strengths and weaknesses.

Governors play an effective role in checking how well the school is doing and have been a key factor in building positive relationships with parents and carers. All leaders support the drive for equality and diversity and are fully aware of the very thorough safeguarding procedures in place. They have been effective in promoting community cohesion at local, national and global levels through their regularly reviewed action plan.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills and understanding that are generally in line with those expected for their age, although this varies from year to year due to the very small number of children in each year group. They quickly grow in confidence, becoming keen explorers and learners by the time they enter Year 1. Children make good progress to meet most of the early learning goals expected of them by the time they start Year 1. The curriculum is adapted effectively to engage learners. It is less effective in promoting children's physical development and the school has rightly identified this as an area for improvement. Teaching is good and the children learn well from a well-balanced diet of activities led by staff and those they choose themselves. In both the indoor and spacious outdoor classrooms, children are provided with a stimulating and safe environment in which to learn and grow. Staff work well with parents and carers to ensure there are good levels of communication and the children get off to a good start. Assessment information is used effectively to promote learning and is able to demonstrate the good gains that children make in all areas of learning. The recently appointed Early Years Foundation Stage leader is developing her leadership and management role by working closely with the headteacher and the previous leader.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of questionnaires received from parents and carers were positive and many of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils, how much their children enjoy the school and their satisfaction with the school leadership. Typical comments included: 'I would recommend it to anyone as a safe, happy environment',

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'The school listens and values my opinions as a parent' and 'We are very happy with the progress our school has made in the last few years.'

A very small minority of parents and carers reported concerns over how the school deals with disruptive behaviour. Inspection evidence showed that, while there are some incidents of disruptive behaviour, this is managed well and has not affected pupils' learning. A very small minority of parents and carers recorded concerns about two other issues, including pupils' progress and pupils leading a healthy lifestyle. These concerns were not expressed in the very large majority of parents' and carers' responses and the inspection found no evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingswood Primary 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	77	5	23	0	0	0	0
The school keeps my child safe	18	82	4	18	0	0	0	0
The school informs me about my child's progress	15	68	7	32	0	0	0	0
My child is making enough progress at this school	13	59	8	36	1	5	0	0
The teaching is good at this school	14	64	8	36	0	0	0	0
The school helps me to support my child's learning	14	64	8	36	0	0	0	0
The school helps my child to have a healthy lifestyle	13	59	8	36	0	0	1	5
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)	10	45	9	41	0	0	0	0
The school meets my child's particular needs	14	64	8	36	0	0	0	0
The school deals effectively with unacceptable behaviour	13	59	7	32	2	9	0	0
The school takes account of my suggestions and concerns	12	55	10	45	0	0	0	0
The school is led and managed effectively	17	77	5	23	0	0	0	0
Overall, I am happy with my child's experience at this school	17	77	5	23	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



5 March 2010

Dear Pupils

Inspection of Kingswood Primary School, Maidstone, ME17 3QF

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear how much you like school and that your teachers plan lots of interesting things for you to do and get involved with. You get on with one another and behave well around the school. You know how to be safe and you understand and lead a healthy lifestyle. We agree that there are lots of interesting clubs and activities to get involved in and understand why you enjoy your 'creative weeks' so much.

Your school is good. The curriculum planned for you meets your needs and teachers help you to make good progress in your work. Until recently, you were stronger in literacy than in mathematics and science, but you are doing well in all three subjects now. The leaders in your school run it well. They know just what needs to be done to make your school better. In order to help you to make even faster progress, we have asked the adults at your school to do three things:

- make better use of marking to help you understand how to improve, especially in mathematics
- regularly check how well you are doing in the foundation subjects as well as English, mathematics and science
- keep checking to make sure you are making good progress in all subjects and that your lessons are always challenging enough.

You can help us by always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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