

Kingsley Primary School

Inspection report

Unique Reference Number	121915
Local Authority	Northamptonshire
Inspection number	340043
Inspection dates	13–14 July 2010
Reporting inspector	Nina Bee

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	196
Appropriate authority	The governing body
Chair	Mrs Christine Ludford-Thomas
Headteacher	Mrs Sue Lane
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons involving 7 teachers. Discussions were held with staff, governors, parents and pupils. The inspectors observed the school's work and looked at policies, internal and external monitoring evidence and information concerning pupils' progress, teachers' planning and safeguarding documentation. The responses from 29 questionnaires returned by parents were analysed, as were those returned by pupils in Key Stage 2 and staff. The team reviewed many aspects of the school's work. It looked in detail at the following:

the progress made by all groups of pupils as they move through the school and whether underachievement has been eradicated

- whether the school's judgement for satisfactory teaching can be substantiated
- how effectively leaders and managers have addressed issues relating to standards, progress, attendance and developing the curriculum to meet the academic and personal needs of the pupils.

Information about the school

Kingsley is smaller than most primary schools. Two thirds of pupils come from White British backgrounds. The remainder come from a wide range of other ethnic groups. Just over a quarter of the pupils speak English as an additional language. The proportion who are in the early stages of learning English is above average. The number of pupils identified with special educational needs and/or disabilities is slightly above average. Children in the Early Years Foundation Stage are taught in two classes alongside pupils in Year 1. The school is currently led by an interim headteacher.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (13) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment, learning and progress, the quality of teaching and provision for children in the Early Years Foundation Stage. Although the overall effectiveness is inadequate, there is evidence of recent improvement. The school's capacity to improve is satisfactory because of the good leadership of the interim headteacher who ensures that self-evaluation focuses on the correct priorities. She has improved staff morale and started to improve the fragile quality of teaching throughout the school. There have already been some successes in improving teaching but there is still some way to go. Higher-attaining pupils are not consistently challenged and activities are not always accurately matched to the needs of all abilities. Marking does not consistently inform pupils what they need to do to improve and reach their targets. It particularly does not focus enough on the development of correct letter and number formation, spelling and basic sentence construction. Systems to track pupils' progress have been improved and are now used more widely by the coordinators and teachers. They have successfully focused on improving the accuracy of their assessments. The coordinator roles for English, mathematics and science have been developed well and they have started to monitor and review what is happening in their areas of responsibility. Pupils' progress, in intervention groups, has shown some good progress in a short amount of time. The monitoring and evaluating role of the coordinators for special educational needs and those pupils at an early stage of speaking English is not so effective. A whole school focus on calculations has had a positive impact on standards at the end of Year 2. Teachers and pupils have made a DVD to show parents how to help their children at home with activities involving calculations. Feedback from parents has been very positive.

In Year 6, attainment in English, mathematics and science is well below average. Learning and progress are inadequate because too many pupils have underachieved, both in the past, and in some lessons during the past year. Too much teaching is barely satisfactory or inadequate. The headteacher has introduced the teaching of letters and sounds in each class and is aware that, at present, this is not done effectively. The school is to be involved in the communications, language and literacy programme (CLLD) next term, which is aimed at helping and supporting teachers in this area. Attendance continues to be below average. However, the headteacher has started to improve procedures by carefully monitoring and following up the attendance of

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persistent absentees. The provision for pupils in the Early Years Foundation Stage is inadequate because there is no leader to oversee the setting and the curriculum does not always meet the learning needs of these children. Across the school, pupils' are polite, well mannered and behave well. Their attitudes to learning are positive. They have a good awareness of the importance of eating healthily and the need to take regular exercise.

What does the school need to do to improve further?

- – Improve teaching, learning and the curriculum to accelerate pupils' progress and raise attainment in English, mathematics and science by:
 - ensuring that higher-attaining pupils are sufficiently challenged
 - making sure that assessment information is used accurately to match activities to all abilities
 - improving the way letters and sounds are taught
 - sharpening the monitoring and evaluating role of coordinators for special educational needs, English as an additional language and the Early Years Foundation Stage.
- Improve the way teachers mark pupils' work by:
 - making sure that pupils receive clearer guidance on what they need to do to improve and reach their targets
 - checking that marking helps pupils to develop correct letter and number formation and focuses more effectively on basic sentence construction and spelling.
- Improve the provision in the Early Years Foundation Stage by appointing a leader and developing a curriculum that is more appropriate for young children.
- Work with parents to improve attendance levels.

Outcomes for individuals and groups of pupils**4**

Attainment by Year 2 is broadly average, pupils have made satisfactory progress in relation to their prior attainment. Achievement in Years 1 and 2 is mostly sound but learning is not as rapid in lessons where teaching is barely satisfactory, particularly when all groups of pupils are not properly catered for. Progress is slow in Years 3 to 5, but accelerates in Year 6. Nevertheless, attainment is too low in Year 6 because of past underachievement. Inadequate teaching in Key Stage 2 has recently been eradicated. In lessons, pupils identified with special educational needs and/or disabilities generally achieve satisfactorily when adequately supported. However, there are not enough links between activities given in class and the targets on their individual education plans. Those pupils who are at the early stages of speaking English make satisfactory progress in lessons where their needs are adequately focused on.

Pupils' spiritual, moral, social and cultural development is satisfactory and pupils are

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friendly and polite. They say they enjoy school. Pupils develop sound personal and social skills and a good knowledge of what happens if they do not eat a healthy diet or take regular exercise. However, too many do not develop the basic literacy and numeracy skills needed to prepare them for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Satisfactory features were seen in most lessons, but there were too few good features and too many lessons that were inadequate. In a good mathematics lesson, in Year 6, each group was given clear instructions on what they were going to learn and they were provided with an activity which suited their ability. Pupils' learning was checked during the lesson so, by the end, all were clear about what they had learnt. Pupils enjoyed themselves so much they did not want to pack away. In weaker lessons, teachers do not use assessment information to match activities to all the abilities within their classes. In too many lessons, higher-attaining pupils are not sufficiently challenged whilst other pupils are given activities that are too hard. Marking is not consistently giving pupils a clear picture of what they must do to improve and reach the targets they are given.

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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The curriculum is inadequate because it does not meet pupils' learning needs in English, mathematics or science. The provision for teaching letters and sounds is particularly weak. There are too few opportunities for pupils to use information and communication technology (ICT) skills in other subjects. A strength is the good number of extra curricular activities, educational visits and interesting visitors invited into school that enrich the curriculum well. Pupils really appreciate these.

Satisfactory systems are in place to support pupils with specific needs and difficulties. External agencies are used appropriately to support these pupils. Staff ensure that pupils know where to go to receive care and support. The learning mentor gives caring support to pupils and their families.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The interim headteacher is highly ambitious for the pupils and, with the support of staff and governors, is determined to accelerate the pace of improvement. Systems that have focused on raising the quality of teaching and learning and improving attendance are leading to improvements, but there is more still to do. Leaders' focus on pupils' pastoral care is satisfactory. The role of the governing body is satisfactory and developing rapidly. They are now better informed about the school's performance, so are able to support and challenge the school better. All pupils are treated fairly and with respect but not all pupils are able to make the progress they should because of inadequacies in teaching. Because too many pupils do not do as well as they should, the school's promotion of equality of opportunity is therefore inadequate. Safeguarding procedures are satisfactory and all statutory requirements are met. Staff work satisfactorily to promote community cohesion within the school and have established useful links with a contrasting school in the local town. Engagement with parents is sound, but there is more to do to promote good attendance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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 of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children start school with skills and abilities that are well below the levels expected for their ages. Outcomes are satisfactory because children make sound progress in their personal and social skills and develop positive attitudes to learning. The teaching and planning of these skills is satisfactory. For example, in the outdoor area, children have regular opportunities to learn and play together, and they develop independence as they interact with each other and take part in child initiated activities. There are weaknesses in the teaching of basic writing and number skills, however, especially for those children who find holding a pencil and making marks on paper difficult. These children are not always given sufficient support to make satisfactory progress in these skills. Indoors, there are too few opportunities for children to use and explore their literacy and numeracy skills, and groups are often too large for all to learn satisfactorily. In addition, Reception children work alongside older pupils in Year 1 and too often the activities are more suitable for those in Year 1. Leadership is inadequate because there is no adult who leads and manages the Early Years Foundation Stage and the teachers have had little experience working with this age group.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

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A small minority of parents and carers sent back questionnaires. Almost all of these were positive about the work of the school. A few parents feel that they are not kept informed about their children's progress, that the school does not help them support their children's learning and that their concerns and suggestions are not listened to. The interim headteacher is aware that the way the school engages with parents could be better.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsley 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	45	15	52	1	3	0	0
The school keeps my child safe	12	41	15	52	2	7	0	0
The school informs me about my child's progress	11	38	13	45	4	14	0	0
My child is making enough progress at this school	14	48	13	45	2	7	0	0
The teaching is good at this school	6	21	21	72	2	7	0	0
The school helps me to support my child's learning	10	34	15	52	3	10	0	0
The school helps my child to have a healthy lifestyle	8	28	18	62	2	7	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)	11	38	15	52	1	3	0	0
The school meets my child's particular needs	8	28	18	62	2	7	0	0
The school deals effectively with unacceptable behaviour	5	17	20	69	2	7	2	7
The school takes account of my suggestions and concerns	3	10	23	79	3	10	0	0
The school is led and managed effectively	7	24	20	69	1	3	1	3
Overall, I am happy with my child's experience at this school	13	45	13	45	2	7	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



15 July 2010

Dear Pupils

Inspection of Kingsley Primary School, Northampton, NN2 7EE

Thank you for welcoming the inspection team during our recent visit. We were particularly impressed with how well you behave and how much you have learnt about eating healthily and taking regular exercise. We know you enjoy school and the many after-school sporting opportunities you are offered because you told us so. The way you are looked after and the way the school is led and managed are satisfactory. Whilst most of you are keen to learn, you do not make as much progress as you could, and there are some important things that need to improve quickly.

We have asked the staff to do some things to improve the education you receive.

Make sure the work you are given is challenging enough for all of you and that when you work in phonic groups, activities are more interesting and fun. We want all teachers to improve how they check how well you are doing.

Improve the way teachers mark your work so that you know what you need to do to improve and reach your targets. We also want teachers to make sure you all write letters and number correctly and focus more on writing neat sentences with correct punctuation and spelling.

Make sure that the children in Reception have a more exciting curriculum that is more appropriate for their ages.

Check that all pupils attend every day.

We judged that currently your school is not performing as well as it should be, but all adults are working hard to improve the situation. That is why we have given your school a notice to improve. This means that in about six months time inspectors will come back to check that things are getting better. You can all help by attending regularly and always trying hard with your work.

Yours sincerely

Nina Bee

Lead inspector

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