

# Kingfield School

## Inspection report

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<b>Unique Reference Number</b>	125112
<b>Local Authority</b>	surrey
<b>Inspection number</b>	340720
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Peter Clifton

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>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Phillipps
<b>Headteacher</b>	Fiona Nicholson
<b>Date of previous school inspection</b>	24 April 2007
<b>School address</b>	Kingfield Road Woking Surrey GU22 9EQ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons and observed five teaching staff. Meetings were held with governors, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and a sample of pupils' work. They analysed 50 responses to the parents' and carers' questionnaire and took account of the views of parents and carers with whom they talked during the inspection.

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

- how well children in the Early Years Foundation Stage are helped to improve their writing and develop their personal and social skills
- the engagement of boys in their learning, especially in relation to how well they are doing with their reading in Key Stage 1
- how well provision has been adapted to support those pupils with specific needs and help pupils who speak English as an additional language
- the extent to which leaders have tackled weaknesses, particularly to plan work for pupils of different abilities and use information and communication technology to support the pupils' learning better.

## Information about the school

This is a smaller than average school. Children in the Early Years Foundation Stage are taught in separate Nursery and Reception classes. Children attend the Nursery for either the morning or the afternoon sessions. The proportion of pupils who are entitled to free school meals is above average. A majority of pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is average and their needs most often relate to difficulties with literacy and numeracy. There is a high proportion of pupils who speak English as an additional language. The current headteacher has been in post for just over six months.

**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**

**3**

### Main findings

This is a good school. Children start school with knowledge and skills that are broadly in line with those expected. Very high quality provision in the Early Years Foundation Stage ensures that children make significant gains in their learning and attain levels which are above average in all areas of learning by the end of the Reception Year. In Key Stage 1, pupils make good progress in reading and mathematics and satisfactory progress in writing. By the end of Year 2, attainment is above average and pupils' overall achievement is good. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good and sometimes outstanding progress in their learning, because adults plan well to meet their different needs. There is no noticeable difference in the progress made by pupils from different backgrounds. Pupils' good behaviour contributes well to their successful learning. The pupils are well known to staff as individuals and they are cared for well.

Effective monitoring of teaching by the headteacher is helping to improve the quality of teaching and strengthen learning. The quality of teaching and learning in the great majority of lessons is good. Lesson planning meets the needs of different pupils well and information and communication technology is frequently used to help the pupils to learn better. Very good support is provided for those pupils who have limited English speaking skills and as a result they quickly gain in confidence and engage well in lessons. Good teaching of letters and sounds is improving reading skills in Year 2. The introduction of new topics and better reading resources has improved the motivation of boys. The headteacher is providing strong and robust leadership. She has very clear views about how to improve pupils' writing skills, for example through better use of individual writing targets in lessons and improving opportunities for the pupils to develop their ideas through paired discussion. Other subject coordinators are making a satisfactory contribution to self-evaluation. Improvement planning in some subjects lacks sharpness. Therefore, while evaluation of teaching is leading to good improvement, overall self-evaluation is satisfactory and the school demonstrates a satisfactory capacity for sustained development.

The school is a very friendly and cohesive community where the pupils value each other regardless of their backgrounds. Different groups of pupils say they feel very safe and they get on noticeably well together. The school council influences decisions made in the school. In the playground, the 'buddy bench' is used well to ensure that nobody feels lonely. Pupils are polite and well mannered around the school. Pupils have positive attitudes to school and their attendance is average. Action taken by the school to reduce the number of pupils who are absent on too many occasions is making a difference, although leaders recognise that there is more to do here.

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

- Improve progress in writing in Key Stage 1 so that, by the summer of 2011, results are above average. In particular, to give pupils a clear understanding about what they need to do to improve by:
  - sharpening the use of targets for writing in lessons
  - providing more opportunities for pupils to discuss their ideas with each other.
- Strengthen the role of subject coordinators so that they become more independent in taking action and measuring the success of change on pupils' learning.
- Improve attendance by working even more closely with families so that their children's learning is not interrupted so frequently.

## Outcomes for individuals and groups of pupils

2

Inspectors saw good learning overall in the lessons visited and achievement is good for all groups of learners. Well-written targets in reading help teachers, parents and carers to support children's good progress. Pupils with special educational needs and/or disabilities are well supported and, as a result, this group make good progress in developing basic literacy and numeracy skills. Leaders can point to examples where pupils who speak English as an additional language have made accelerated progress because of the extra support provided and close working with parents and carers. In mathematics, pupils are making good gains in developing their multiplication skills. Current attainment in Year 2 is better in reading and mathematics than it is in writing. Pupils understand what they need to do to keep safe. They can recall, for example, some of the rules to keep themselves safe when on trips to places of interest. They behave sensibly in school and on the playground and are confident that they will be listened to if they have any concerns. In lessons, behaviour is mostly good. However, there are a few pupils, mainly boys, who find it difficult to maintain their concentration. Lunchtime arrangements successfully promote healthy eating and provide a calm place where the pupils can sit and enjoy food together. In Reception, the children learn that 'exercise helps the heart and makes it strong'. At break times, the pupils are energetic and lively in the playground. Displays around the school show that the pupils have a strong appreciation of art. Pupils apply their skills securely. Taking into account their current attendance, they are satisfactorily placed to tackle future challenges.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers plan lessons well so that work provided almost always meets the needs of different groups of pupils. In whole-class sessions, questioning is used effectively to help the pupils develop their thinking. Questioning is targeted at different groups of pupils and all are confident in giving answers, including those who speak English as an additional language. Where ideas are not well understood at first, teachers repeat and review these carefully. Links between topics are developing and there is often a practical element to engage the pupils' interest. Learning slows on a few occasions when ideas do not build quickly enough or when the pupils spend too long on the carpet and become restless. Pupils have talk partners, but they do not have enough opportunities to use these, for example to extend their vocabulary for writing. They have individual targets for writing but these occasionally lag behind levels of attainment being reached and are therefore not effective in helping to move learning forwards. Pupils' access to computers is good and used well, for example to develop basic numeracy and literacy skills. Guided writing sessions are in place and leaders acknowledge that these are not yet fully effective. The curriculum is modified carefully for those with special educational needs and/or disabilities. Good additional programmes to develop basic reading skills are in place.

Learning takes place in a secure and caring climate where pupils feel confident to contribute and give their opinions. The provision in the Early Years Foundation Stage provides the children with an excellent foundation for their future learning. The targeted support and guidance for different groups of pupils, including those who are vulnerable because of their circumstances, is based on a good understanding of their needs. There

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are good initiatives in place to promote regular attendance. However, these are yet to have their full impact.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 has the support of other leaders to move the school forward. Planning for improvement covers the right priorities. Coordinators monitor their subjects securely. Teaching is monitored and evaluated accurately by the headteacher and information gathered from observing lessons used to provide good guidance and support. Governors meet their statutory responsibilities and a number of them regularly visit the school. They provide a satisfactory level of challenge to leaders and are very aware of the need to raise attendance. The school's system to track the progress of different groups of pupils is regularly updated. This is used well to target additional resources, particularly for pupils who speak English as an additional language, and to ensure that different groups are included as much as possible. Provision to secure equal opportunities and tackle discrimination for all pupils is good. Safeguarding requirements are met. Policies and procedures are in place to ensure that pupils are kept safe and child protection training is comprehensive. There is an effective strategy in place to promote community cohesion. The pupils in the school have a good awareness of each other's backgrounds. Parents and carers from different ethnic backgrounds come in to school to support this work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make outstanding progress in Nursery and Reception. In the current Reception class, most children are already working at or beyond national expectations. The high quality provision is the result of exceptionally strong leadership and management across the Nursery and Reception. Leaders constantly question the quality of provision and implement change for improvement. Staff work exceptionally well together. The children's development is carefully tracked through the 'learning diaries' and other records.

In the Nursery, the children are very happy and settled. They love playing in the very well equipped outside area, finding minibeasts in the garden or blowing bubbles and talking about the patterns they can see. In the indoor learning area, the children show good levels of independence. They choose activities confidently; for example, a child who spoke English as an additional language could discuss the story of the Very Hungry Caterpillar using vocabulary such as 'cocoon'. The children were engrossed when playing with a mixture of cornflour and water, seeing the different shapes they could make and how they changed. Adults used these experiences exceptionally well to develop the language and thinking of the children.

The excellent start made in the Nursery continues in the Reception class. The children make cakes with candles and the teacher uses this to develop basic ideas about multiplication. Their written work is above average and there are excellent examples of 'butterfly' books which were made following the visit to the local gardens. This led to a discussion about symmetry which the children are beginning to grasp. The children are exceptionally well prepared for the work in Year 1 because they work confidently on their own or together and take their full part in clearing away for the next activity.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers



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The outcomes of the questionnaire show that the school has a very positive relationship with most parents and carers. The large majority of comments made reflect a great deal of contentment with what the school offers. 'Wonderful' and 'delighted' typify several comments about the Early Years Foundation Stage. One parent commented, 'We cannot praise the education, support and care we have experienced enough.' There are some concerns expressed but no overall pattern to these. They include a request for more frequent information about their children's progress or say that their children do not make enough progress. Inspectors agree with the comments about the Early Years Foundation Stage and that most pupils are making good progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingfield 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	78	9	18	2	4	0	0
The school keeps my child safe	39	78	11	22	0	0	0	0
The school informs me about my child's progress	36	72	12	24	1	2	0	0
My child is making enough progress at this school	37	74	10	20	3	6	0	0
The teaching is good at this school	41	82	6	12	1	2	0	0
The school helps me to support my child's learning	35	70	13	26	2	4	0	0
The school helps my child to have a healthy lifestyle	36	72	14	28	0	0	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)	24	48	19	38	1	2	0	0
The school meets my child's particular needs	32	64	13	26	3	6	0	0
The school deals effectively with unacceptable behaviour	32	64	13	26	3	6	0	0
The school takes account of my suggestions and concerns	27	54	17	34	4	8	1	2
The school is led and managed effectively	38	76	12	24	0	0	0	0
Overall, I am happy with my child's experience at this school	36	72	14	28	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"><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.**



22 March 2010

Dear Pupils

Inspection of Kingfield School, Woking, GU22 9EQ

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were very impressed with your friendliness and how confidently you talked to us about your school. You go to a good school. Adults in the school care for you well and keep you safe. Teaching is good and helps you to learn new things quickly. We were impressed by the positive attitudes that most of you have to learning.

These are some of the other important good things that we found:

- You get off to an excellent start in Nursery and Reception.
- You make good progress in reading and mathematics across Years 1 and 2.
- Your headteacher, other adults and your good behaviour ensure that the school is a happy and welcoming place.
- You get on very well with each other.
- Those of you who are learning English are helped a lot to improve.
- Your teachers provide you with interesting and challenging things to do. We particularly liked the work you produced following your visit to the local gardens.
- You told us that you enjoy school a lot and we can see that this is true.
- Your headteacher has worked hard to ensure that you are taught well in your lessons.

We have asked your headteacher and the other adults to do three things:

- help you more to improve your writing by improving how well they use your writing targets in lessons and giving you more opportunities to discuss your ideas with each other
- to make sure that all adults with responsibilities work as well as possible to improve your learning
- to work even more closely with you and your parents and carers to help you attend school as much as possible and not miss valuable learning.

Yours sincerely

Peter Clifton

Lead inspector

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