

Kingsley Community School

Inspection report

Unique Reference Number	131800
Local Authority	Liverpool
Inspection number	341223
Inspection dates	10–11 June 2010
Reporting inspector	Lynne Read

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Cllr G Ben-Tovim
Headteacher	Miss Elaine Rees
Date of previous school inspection	11 October 2006
School address	Eversley Street Liverpool Merseyside L8 2TU
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed teaching in all classes. They held meetings with governors, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies, school development plans and the School Improvement Officer's reports. Photographic and written evidence of the usual Early Years Foundation Stage classroom and routines was taken into account when making judgements, as these children are currently taught in temporary accommodation, during building works. In total, 65 parental/carer questionnaires were received, analysed and considered, alongside 80 questionnaires completed by the pupils and nine completed by staff.

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

- whether pupils in the Early Years Foundation Stage and Key Stage 1 are doing as well as they can
- whether the quality of care, guidance and support is ensuring that all pupils have the best possible opportunities to learn
- whether the quality of teaching and the curriculum is meeting the diverse needs of all groups of pupils.

Information about the school

The school is average in size and serves an urban area close to the centre of Liverpool. The proportion of pupils known to be eligible for free school meals is more than three times the average. Just over 97% of pupils belong to minority ethnic groups. In total, pupils come from 28 different countries and 26 different languages are spoken. A very large majority of pupils are learning English as an additional language. The incidence of pupils entering part way through their education is much higher than usual and most of these are new to the country and have little or no English language. An average number of pupils have special educational needs and/or disabilities. The school holds the Sports Activemark award. It is accredited for its achievements with Muslim pupils by the Global Peace and Unity Convention and holds the Advanced Inclusion Chartermark. A breakfast club is provided on the premises. This aspect of care was inspected and is reported on within the text.

The Children's Centre is adjacent to the school and is managed by the headteacher and governors. It offers child care from three months upwards and wrap-around sessions for Nursery-age children at the school. In addition, two private providers in the area offer after-school care and holiday clubs for school-age children. These facilities are subject to separate inspections and reports. At the time of inspection, extensive building works were in progress to enable the school to meet local demands and accommodate more pupils. The Early Years Foundation Stage children were working in temporary mobile classrooms.

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?

1

The school's capacity for sustained improvement

1

Main findings

Kingsley Community is an outstanding school. Under the energetic and visionary leadership of the headteacher, the school has built upon its successes year on year. Thorough reviews of performance leave no stone unturned and the school sets exceptionally challenging targets for itself. Progress in Key Stage 2 is significantly and consistently better than the national average and many improvements have been made to younger pupils' progress. Children now enter Year 1 with a secure foundation for their learning; standards at Year 2 have risen and they are average by Year 6. This represents outstanding progress from pupils' starting points. The school benefits from a highly skilled and experienced governing body, whose members keep a very close eye on provision and outcomes. Together with managers and staff, they are committed to the vision for excellence and work tirelessly towards that end. The capacity for sustained improvement is outstanding.

Behaviour is excellent and harmonious relationships exist between the different age, religious and ethnic groups. Pupils assert that they feel safe and that any incidence of bullying is dealt with swiftly. They have a very good awareness of moral and social issues. The school is a harmonious community where pupils show great respect for cultures and beliefs that are different from their own. Attendance is above average. Teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are excellent. Both academic and personal development are tracked closely and teachers have developed some innovative strategies to meet a diverse range of pupils' needs. Pupils rise to the high expectations and relish the challenges presented to them. They say they enjoy school, like and trust their teachers and receive lots of help. Pupils who have special educational needs and/or disabilities, those who enter part way through their education and those who are learning English as an additional language have personalised programmes and support that are specifically tailored to their needs. The curriculum is outstanding and includes an interesting and varied programme of visits and visitors to make learning fun. However, the often innovative and imaginative links between subjects are not always explicitly recorded on the long term 'curriculum map'. There is a danger, therefore, that highly successful enhancements to learning could be lost through staff changes in the future. The school takes outstanding care of its pupils and their welfare is at the heart of its work. Exhaustive measures are taken to secure expert help or resources to meet pupils' needs, especially through links with outside services to support pupils experiencing particular difficulties.

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What does the school need to do to improve further?

- Ensure that the long-term planning shows the links between subjects and activities explicitly, so that the innovative ideas and outstanding provision are protected for the future.

Outcomes for individuals and groups of pupils

1

Pupils have good attitudes to their learning and enjoy their lessons. Achievement is good, including for those who have special educational needs and/or disabilities and those who are learning English as an additional language.

On entry to Year 1, pupils' attainment is average, although this has not always been the case in past years. Progress in Key Stage 1 is outstanding and an increased emphasis on learning about sounds and letters is helping to boost English skills. The proportion of pupils working at the average level equals the national average. All groups of pupils make outstanding progress through Key Stage 2, where the pace of learning is rapid. Some excellent work was seen in a Year 6 mathematics lesson where pupils used a good range of strategies to solve problems. Most pupils are working at broadly average standards this year and some are working above this, which represents outstanding progress from their starting points. Pupils who arrive part way through Key Stage 2, including those who are vulnerable or new to the country, are supported extremely well and make substantial strides in their academic and personal development. Boys and girls show the same interest in their work and progress at equal rates.

Pupils are happy in their work and play. They have an excellent understanding of healthy living and enjoy plenty of exercise. Behaviour is outstanding and, by Year 6, pupils display mature, responsible attitudes. Pupils of all ages are adamant that they would challenge any form of harassment or racism. The good rate of attendance pays testimony to pupils' love of school. Many pupils have outstanding attendance records to balance out the several days taken each year to celebrate religious festivals or to visit homelands. Pupils take part in various team and enterprise projects and develop high aspirations for their futures through meeting with successful career people from different backgrounds. Together with a sound range of basic skills, this means pupils are well prepared for their future education and world of work. Good opportunities exist for pupils to experience responsibility. For example, school councillors represent views effectively and they played a leading role in re-designing and stocking the school library. In addition, some pupils work in the Liverpool Schools Parliament, holding high office, such as that of Junior Prime Minister.

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	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1

How effective is the provision?

This school promotes skills of independent learning extremely well. For example, older pupils often choose the level of difficulty at which to work and set themselves challenges. They have regular opportunities to evaluate their own successes, which allow them to recognise their strengths and help them identify their next steps for learning. These strategies provide the pupils with confidence and a very secure platform for their secondary school work. Teachers have a detailed view of pupils' progress and interests. Lessons take account of interests and dispositions. For example, teachers often include short, focused tasks and a good amount of collaborative and practical work to maintain pace and motivation. They make good use of interactive whiteboards to illustrate new ideas and concepts. Teaching assistants have an excellent range of expertise and are well deployed to provide additional support. For example, their 'talking maths' and 'talking partners' groups help to boost understanding and technical language. The bi-lingual assistants make a substantial impact, especially in the younger age-groups and for those pupils who arrive mid-year.

The curriculum includes excellent opportunities for creative, physical and practical work and is extremely well enhanced by outside specialists. During inspection, for example, some children cooked with a chef and others made mosaics with visiting artists. Displays of pupils' work show how the diversity of backgrounds and languages in school are celebrated through theme days and events. There are very good links between subjects, so that pupils are able to apply and consolidate their writing, number and computer skills. Much of the planning is imaginative, but the range of enhancements and links between subjects are not always explicitly recorded on the long term curriculum map. A

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major strength of the curriculum lies in the tailoring of tasks and support to meet specific needs. A range of intervention programmes and individual tuition provide very good support for personal, academic and language development. Pupils take full advantage of an interesting programme of extra-curricular clubs and competitive sport. The outstanding quality of care provides a safe cocoon for pupils in this school. Responses to questionnaires from pupils and parents and carers, overwhelmingly, agree that children are safe. Very careful assessments of pupils' personal development ensure that appropriate support is in place. A range of strategies, such as calming techniques, meet individual needs exceptionally well and staff are skilled at intervening where small issues arise before they escalate into problems. The learning mentor team is instrumental in supporting individuals and groups and the liaison worker provides a range of help for families. Good links with agencies such as Barnardos or the Youth Centre ensure that pupils experiencing particular difficulties have support beyond the school day. Supervision is excellent, the building and grounds are secure and there is a safe hand-over of younger pupils to parents and carers. A popular breakfast club provides an excellent start to the day and caters very well for all age groups.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher, well supported by senior and middle management teams, has a clear overview of provision and learning. She is an outstanding leader and tireless in her pursuit of excellence. Good systems are in place for critically evaluating the work of the school and to plan improvements. These include regular observations of lessons, checking the quality of pupils' work and tracking their progress very closely. The school is held in high regard by the local authority and willingly shares its successful and often innovative practices with others.

There is a great sense of pride and belonging in the school. Staff morale is particularly high and very effective teamwork secures the school's highly supportive and caring ethos. The attention to safeguarding is meticulous. Staff have regular updates in their child protection training and are exceptionally well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. Many activities, such as the residential visits, are heavily subsidised from school funds to ensure that all pupils are able to take part.

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Governors have a very broad range of skills and an excellent knowledge of provision and performance. They ask searching questions and are robust in discharging their statutory responsibilities, ensuring that the views of all stakeholders are considered in any decision they make. Community cohesion has a high profile and is outstanding. Great care is taken in the recruitment of staff and governors to ensure that the adults in school reflect the backgrounds and religions of the pupil population. The caring ethos extends out to families, encouraging parents and carers to be involved in their children's education as well as offering adult courses and vocational opportunities. The community makes good use of school facilities, for example, one group run their own after-school activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage has an excellent reputation within the local area and places are in great demand. Very good induction procedures ensure that children settle quickly and their needs are accurately assessed. This assessment continues throughout the Nursery and Reception classes and enables staff to provide extremely effectively for the interests and abilities of all children. As a result, children enjoy their work thoroughly; their behaviour and personal skills are excellent.

Children's development on entry to the Nursery class is significantly below what is expected of the age group. A very large majority are in the early stages of learning English as an additional language. Teaching is outstanding. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities for children to choose their own activities and develop independence. A

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good number of highly skilled adults are deployed to this age group and provide outstanding support. Bilingual assistants provide a vital bridge between home languages and English. Imaginative planning includes rich opportunities for speaking and listening and work outside of school helps children to broaden their horizons. For example, they have worked with staff at the new Liverpool Museum to produce art work depicting life in the city. Pupils make rapid progress. Currently, the majority are working at expected levels by the time they enter Year 1. Leadership and management are outstanding and ensure exceptionally high standards of welfare, as well as excellent partnerships with parents and carers. Strong links with the Children's Centre provide continuity in learning for children entering the Nursery and those who take advantage of the wrap-around care arrangements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

Parents and carers have exceptionally positive views of the school. All of those who replied to the questionnaire agreed that their children enjoy school and is safe. They praise especially the support and commitment of the staff and agree that the school meets their child's particular needs. There is commendation for the quality of leadership and management and the high quality of teaching. Quotes include 'I know my child is comfortable, supported and enjoys school with his friends'. The inspection findings agree wholeheartedly with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsley Community 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	61	24	33	0	0	0	0
The school keeps my child safe	48	67	19	26	0	0	0	0
The school informs me about my child's progress	44	61	24	33	1	1	0	0
My child is making enough progress at this school	35	49	31	43	2	3	0	0
The teaching is good at this school	42	58	27	38	0	0	0	0
The school helps me to support my child's learning	40	56	30	42	2	3	0	0
The school helps my child to have a healthy lifestyle	41	57	23	32	3	4	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)	29	40	32	44	4	6	0	0
The school meets my child's particular needs	27	38	38	53	0	0	0	0
The school deals effectively with unacceptable behaviour	35	49	27	38	5	7	0	0
The school takes account of my suggestions and concerns	30	42	34	47	2	3	0	0
The school is led and managed effectively	34	47	28	39	0	0	3	4
Overall, I am happy with my child's experience at this school	46	64	22	31	1	1	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 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.



14 June 2010

Dear Pupils

Inspection of Kingsley Community School, Liverpool, L8 2TU

Thank you for the very warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. In return, I would like to tell you what we found out.

Kingsley Community is a happy, safe and outstanding school. You get on very well together and take good care of each other. You are a credit to your families and your teachers. Your council members ensure that your views are known and I think those of you who took part in the 'Big Tidy Up' campaign did a good job for the school and the community.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. You are delighted with your school and think 'lessons are fun'. It's good to know how much you and your parents and carers enjoy learning together in the family computer club.

You are keen to learn, work hard and are making outstanding progress. Your teachers plan lots of exciting things for you to do, both in and outside of school. I have asked them to make sure they record how they link your learning together so that their good ideas can be kept for the future.

You can help the school by maintaining your very good attendance and continuing to work hard. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future and continue to enjoy your exciting school.

Yours sincerely

Mrs Lynne Read

Lead Inspector

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