

Kingsleigh Primary School

Inspection report

Unique Reference Number	133963
Local Authority	Bournemouth
Inspection number	341417
Inspection dates	12–13 January 2010
Reporting inspector	John Seal HMI

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	370
Appropriate authority	The governing body
Chair	Mrs J Abbot
Headteacher	Mr Richard Gower
Date of previous school inspection	0 December 2008
School address	Hadow Road Bournemouth Dorset BH10 5HT
Telephone number	01202 528893
Fax number	01202 532985
Email address	kingsleigh.primary@bournemouth.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 16 lessons and three assemblies. They held meetings with groups of children, staff and governors. They looked at pupils' work, teachers' planning and the school's information about pupils' progress and attainment, the school's improvement plan and 47 questionnaires completed by parents and carers.

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

- the pupils' progress in English and mathematics throughout the school
- how well the teachers use assessment information to help pupils make progress
- how well the leaders and managers track pupils' progress and monitor the quality of teaching and learning
- how well pupils' behaviour supports their learning in lessons and around the school.

Information about the school

Kingsleigh is larger than most primary schools. Most pupils are of White British heritage. The proportion of pupils from a minority ethnic background is well below the national average, as is the percentage of pupils who speak English as an additional language. The proportion of pupils identified as having special educational needs and/or disabilities is above average, although there are few with statements. Pupils' needs mostly relate to speech, language and communication difficulties. Some have behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is above the national average. The school holds the Healthy School award. The school runs a breakfast and after-school club which is managed by the governing body.

At the time of the last inspection, the school was given a notice to improve.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Kingsleigh Primary works hard to include all its pupils and it provides them with a satisfactory education. Children get off to a good start in the Early Years Foundation Stage and the warm, welcoming and nurturing environment across the school develops positive relationships with the community, parents and carers. The school has good professional links with a wide range of appropriate agencies and as a result the school supports vulnerable families and children well. At the time of the inspection, safeguarding procedures were good. Pupils' spiritual, moral, social and cultural development is good and most pupils' behaviour is good. Pupils like their school and enjoy many of their lessons and activities. One wrote: 'I really like school. You do good lessons and teachers help you.' Another wrote: 'Teachers are really nice and help me with my work. Dinner ladies help me keep healthy.'

Pupils' attainment is low but, because of the good progress, most of them are making and the increasing numbers who attain standards that are in line with those expected nationally for their age, their achievement is satisfactory. Children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age but by the time they leave Reception, their attainment in most areas of learning is only slightly below average, although mathematical attainment is lower. Pupils' progress increases as they move through the school and over the last two years, attainment at the end of Key Stage 2 has risen, particularly in English. Pupils' mathematical attainment is lower than expected, but recent focused pupil support strategies employed by the school are having a measurable and positive effect.

Although the proportion of good teaching is increasing rapidly, there are still too many lessons which are satisfactory. Where this is the case, teachers do not always use effectively the assessment information about the pupils to monitor their progress during the lesson.

Since his appointment just over a year ago, the headteacher has promoted a strong drive for improvement. He has worked alongside the staff and governors to tackle effectively the issues from the previous inspection. Nevertheless, senior leaders do not always use the school's information as systematically and critically as they could to identify patterns and issues efficiently. However, the school now has a secure and cohesive senior leadership team which has a clear focus on raising attainment. Governors have a good understanding of the school's strengths and areas for development. The improvement in the Key Stage 2 results, higher proportions of good

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teaching and the better progress of pupils are the well deserved outcomes of the commitment of the senior leaders, staff and governors. Consequently, the school's capacity for improvement is satisfactory.

What does the school need to do to improve further?

- Ensure the progress of all groups of pupils is good in order to increase the proportion of them reaching nationally expected levels and above, especially in mathematics.
- Ensure all teachers assess and monitor pupils' progress more accurately during lessons and adapt the lessons accordingly.
- Ensure leaders and managers at all levels are effective in using available school information to monitor the quality of teaching and learning more efficiently and analytically.

Outcomes for individuals and groups of pupils

3

Pupils' attainment remains low, but the proportion of pupils attaining nationally expected levels is increasing quickly. Work in lessons and in the pupils' books indicates that pupils in all year groups have gained ground rapidly since September 2009 and over time since the last inspection. This is supported by the school's most up-to-date monitoring information. From the Early Years Foundation Stage to the end of Year 6, pupils' attainment in mathematics is still low and the school has put in place appropriate strategies to help pupils who require additional support. Pupils with special educational needs and/or disabilities make good progress and their attainment is at least in line with national indicators.

Other strengths of the school include:

Attendance is average. The vast majority of pupils attend regularly but there are a small number of pupils whose attendance is regularly below average. Some of these pupils are responding encouragingly to the school's efforts to support them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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

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 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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons across the school have many consistently positive features. Planning is good and teachers ensure pupils are clear as to what they are expected to learn. They are well planned and have clear learning objectives. This is contributing well to pupils' accelerating progress. There is good use of information and communication technology. Working relationships between adults and pupils are good and pupils' work is generally well marked. In the less effective lessons, the most able pupils are not always challenged sufficiently and at the start of lessons teachers often talk for too long. During lessons, activities are not always amended if they do not support pupils' progress. Consequently, pupils lose interest or become restless and their progress slows down. Pupils with special educational needs and/or disabilities are well supported during lessons and make good progress.

The curriculum is developing well. It is broad, balanced and relevant. Information and communication technology is taught well as a separate subject. There are a good range of extra-curricular clubs and activities. The school organises appropriate visits for different age groups and there are a range of visitors to the school. During the inspection, a radiographer came to speak to Year 4 and, as part of the Year 2 theme of the 'Great Fire of London', the children were paid a visit by 'Samuel Pepys'.

Care, guidance and support are a real strength. From the time children start in the Nursery, adults work hard to foster good relationships with all children. There are very few exclusions and the school has very strong links with outside agencies and neighbouring schools. The nurture group is a calm and safe place for vulnerable pupils. One of pupils wrote: 'Nurture is really good. It helped me make stuff. We talk about our feelings.' Another said: 'Nurture was fun, lots of things to help you unwind from home.' When pupils move to or from the school, there are supportive and sensitive arrangements in place to support them and their families.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a clear view of what the school's strengths and areas for improvement are. There is a suitable plan for raising attainment with clear targets and actions to achieve them. The senior leadership team supports him well in striving to improve the quality of the learning for all groups of pupils. A good addition to the team has been the recently appointed inclusion manager. The school has a robust policy for equality and dealing with discrimination which is implemented well. The headteacher has ensured that there are appropriate systems and procedures in place which provide the information needed to measure the school's performance. The leadership team is familiar with this information but does not always act upon it independently of the headteacher. The governing body is aware of the school's priorities for improvement and, while being supportive, is confident in challenging the school in order to drive improvement further.

The school has strong local links to promote community cohesion. The school is developing its links further afield to develop pupils' cultural awareness more effectively. There are satisfactory plans in place to develop international links but these are not fully in place yet.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

Children settle in to the Nursery quickly and with confidence because of the staff's good links with parents. Children make good progress over their time in this stage. As they start Key Stage 1, their knowledge and skills in some areas are almost in line with age expectations. Children make particularly fast progression in their creative and personal development. The team knows that children's communication skills and mathematical development are below expectations for their age and has adapted the provision accordingly. Children's behaviour is good and relationships are well managed. The staff work and plan very well together as a team and provide children with a bright, exciting and stimulating learning environment. Children are actively and independently engaged in a wide range of activities which are taught well and supported by good resources both inside and out.

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

A large number of the parents and carers who responded to the questionnaire were very positive about the school. They recognised the progress the school had made under the strong leadership of the headteacher. A small number of parents commented that they felt their children could make more progress and inspectors agree with this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsleigh 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	38	24	51	5	11	0	0
The school keeps my child safe	23	49	22	47	0	0	2	1
The school informs me about my child's progress	11	23	30	64	2	4	0	0
My child is making enough progress at this school	11	23	26	55	7	15	0	0
The teaching is good at this school	13	28	30	64	2	4	0	0
The school helps me to support my child's learning	16	34	25	53	2	4	0	0
The school helps my child to have a healthy lifestyle	13	28	32	68	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	21	34	72	1	2	0	0
The school meets my child's particular needs	12	26	31	66	3	6	0	0
The school deals effectively with unacceptable behaviour	8	17	30	64	4	9	2	1
The school takes account of my suggestions and concerns	12	26	26	55	5	11	2	1
The school is led and managed effectively	18	38	28	60	0	0	2	1
Overall, I am happy with my child's experience at this school	18	38	26	55	3	6	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.



14 January 2010

Dear Pupils

Inspection of Kingsleigh Primary School, Bournemouth, BH10 5HT

Thank you very much for being so friendly and welcoming when we visited your school recently. We really enjoyed talking to you, seeing you learn and taking part in assemblies.

You go to a satisfactory school, which means it does many things well but also needs to do some things better. Some of the things the school does really well are:

- more of you are learning new things in English and mathematics
- you have a good understanding about what it is to be healthy and staying safe
- you behave well and get on well with each other and with adults
- you enjoy your school and are keen to learn
- most of your lessons help you learn more
- your school cares for you very well and this was especially seen in the nurture room.

Your headteacher, staff and governors tell us they are working hard to make things even better for you and we agree. Here are some of the things they will be working on in the future:

- helping even more of you learn more, especially in maths
- helping the teachers to look more carefully at the work you are doing in lessons and make sure it helps you enough
- looking at everything the school knows about how you learn so the grown ups in charge can use the information to do things even better and help your headteacher run the school.

We hope you all keep on working hard, coming to school and getting on with each other.

We wish you all the very best for the future.

Yours sincerely

John Seal

Her Majesty's Inspector

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