

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



16 September 2010

Mrs C Broxholme
Acting Headteacher
Kingfisher Primary School
Coventry Grove
Wheatley
Doncaster
DN2 4PY

Dear Mrs Broxholme

Ofsted 2010–11 subject survey inspection programme: English

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 14 September 2010 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons.

The overall effectiveness of English is satisfactory.

Achievement in English

Achievement in English is satisfactory.

- Standards in English are well below average. Test results declined over the period 2008/09, with performance in writing significantly weaker than in reading.
- The unvalidated results for 2010 suggest that this trend has been halted. Although still too many pupils did not achieve the national expectation at the end of Key Stage 2, performance overall was stronger with a marked improvement in the number of pupils achieving the higher Level 5. In addition, the gap between reading and writing results narrowed and significantly greater numbers of pupils made the expected two levels of progress.
- The school's monitoring data suggest that progress generally improved last year. Progress in lessons observed was broadly satisfactory.

- No significant differences exist between the performances of groups of pupils. Girls reach higher standards in English than boys although the progress of both groups is broadly similar. Pupils with special educational needs and/or disabilities make similar progress to other pupils.

Quality of teaching in English

The quality of teaching in English is satisfactory.

- Most pupils are positive about English although girls tend to be more enthusiastic than boys. Pupils enjoy reading and many can name their favourite authors. They also enjoy opportunities for classroom drama and media-related work, although provision varies from class to class.
- Although this visit took place very early in the school year, relationships in classes were already well established. Lessons were orderly and pupils were keen to learn. There were frequent opportunities for pupils to develop their speaking abilities and resources were used well. Pupils were motivated in a Year 2 lesson through the use of artefacts and an autumn walk, while other lessons made good use of information and communication technology such as visualisers and the internet.
- Learning objectives did not always define progress within the lesson clearly enough. Where expectations were not high enough, the pace of learning dipped and pupils lost interest.
- Pupils know their targets in English but remain uncertain about how to improve their work. The school has recognised this and is reviewing the approach to curricular targets. Marking is often very thorough and helpful in giving feedback to pupils.

Quality of the curriculum in English

The curriculum in English is satisfactory.

- The curriculum is broad and balanced with increasing links being made between English and other subjects and themes. The school has reviewed its provision in the Early Years Foundation Stage and introduced the Letters and Sounds phonics programme.
- The English programme follows national guidance with some distinctive features, such as the use of picture books with junior-age pupils. Although some media-based work takes place, opportunities are limited for pupils to create their own moving-image texts.
- The writing curriculum has been strengthened over the past year, leading to higher standards in the 2010 national tests and greater consistency across classes. However, evidence from the work sample suggests that pupils in some classes have too few opportunities for extended writing.
- Curriculum enrichment in English is good. Teachers offer an impressive range of after-school activities for pupils including drama, creative writing and film clubs. Pupils also have opportunities to write, produce and sell their own newspaper. In addition, the school receives an annual visit from a theatre group to run workshops and provide guidance for teachers on

ways of extending the work. Other activities include book shadowing, book weeks and visits to the theatre.

Effectiveness of leadership and management in English

Leadership and management in English are satisfactory.

- Senior leaders and subject leaders acknowledge that recent standards have been too low. They have identified weaknesses in writing across the school and these have been tackled well over the past year.
- The two subject leaders provide energetic leadership and work well together. They have made good use of the local authority's support to provide training for staff. Guidance has been produced that seeks to identify the core features of teaching in English, including advice on the Early Years Foundation Stage.
- Self-evaluation is accurate, realistic and identifies the need for continuing improvement in standards. Monitoring and evaluation are secure and good use has been made of lesson observations, work scrutiny and interviews with pupils. Pupils' progress is monitored closely to provide detailed feedback about the performance of individual pupils and classes.

Areas for improvement, which we discussed, include:

- improving achievement, especially the proportion of pupils who reach Level 4 at the end of Key Stage 2 by:
 - improving the effectiveness of learning objectives within lessons
 - raising expectations of pupils' achievement in lessons
 - extending pupils' understanding of how to improve their work
 - giving all pupils sufficient opportunities for extended writing.

I hope these observations are useful as you continue to develop English in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Philip Jarrett
Her Majesty's Inspector