

Kings Road Primary School

Inspection report

Unique Reference Number	132165
Local Authority	Essex
Inspection number	360382
Inspection dates	24–25 May 2011
Reporting inspector	Michael Sutherland-Harper

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	360
Appropriate authority	The governing body
Chair	Jill Smith-Hughes
Headteacher	Phil Kyriacou
Date of previous school inspection	23 January 2008
School address	Kings Road Chelmsford CM1 2BB
Telephone number	01245 256074
Fax number	01245 600062
Email address	admin@kingsroad-pri.essex.sch.uk

Age group	4–11
Inspection dates	24–25 May 2011
Inspection number	360382

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspection team observed twenty lessons taught by fourteen teachers and held meetings with governors, staff and pupils. Inspectors observed the school's work, and looked at pupils' books, the school's development plan, assessment data, monitoring and evaluation records, arrangements for safeguarding, and policies and procedures. In addition to replies from pupil and staff questionnaires, questionnaires from 100 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well are pupils doing, especially at Key Stage 1?
- How well are pupils doing in writing and mathematics, especially boys and pupils with special educational needs and/or disabilities?
- How good is the care, guidance and support provided by the school in meeting the learning and pastoral needs of all the pupils?
- How strong a contribution is the quality of teaching making to any improvement and how effectively have leaders and managers, including middle managers and governors, contributed to the process of any improvement?

Information about the school

Kings Road Primary School is a larger-than-average-size primary school. The large majority of pupils are from White British heritages with a small number from minority ethnic groups and the proportion speaking English as an additional language being below average. The proportions of pupils known to be eligible for free school meals and those who have special educational needs and/or disabilities, including those with a statement of special educational needs, are above the national average. Breakfast and after school clubs are run by the YMCA. The school has gained Healthy Schools status and the Quality Mark.

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

2

Main findings

The school is providing a good quality of education. One parent summed it up by saying, 'The school is a caring and vibrant place to learn' and another commented on 'the inclusive learning environment catering for a wide range of pupils.' Pupils make good progress as a result of consistently good teaching and become confident learners ready to discuss and celebrate their achievements with each other and adults. During the inspection, a steady stream of pupils independently approached the inspectors to celebrate their pride in their work. Pupils are extremely well cared for in and out of the classroom as a result of carefully targeted interventions. Care, guidance and support is a strength of the school and is at the heart of all the school does. All staff know the pupils exceptionally well and as a result parents and carers are very confident in the school's care for their children. Improvement is ongoing because leaders, managers, the governing body and staff share a vision centred on constantly developing the school and learning opportunities.

Pupils' personal development is good. Pupils feel safe and healthy in school because these areas are given high priority. They can contribute to each other's welfare through opportunities to take the lead in and out of class and develop good workplace skills which ensure their future well-being.

Pupils' progress and achievement are now consistently good, including at Key Stage 1 where attainment is improving from low starting points. Attainment on entry is well -below average. Any remaining gaps in attainment for different groups are closing. Structured approaches to teaching and planning in key areas like mathematics and writing include careful support for the needs of all learners to ensure progress is at least good. Resources appropriate to the interests of boys and those with special educational needs and/or disabilities are paired with skilful questioning to engage these groups with learning. Pace, challenge and expectation in lessons ensure that the rate of progress has increased although additional consistency in the amount of pace and challenge injected into the lessons would further raise attainment. Best practice is at an early stage of being shared across the school and, together with well thought out approaches to the raising of attendance through a praise and reward system, is also helping to raise attainment at all levels.

The school has established close links with global communities in order to fully develop pupils' multi-cultural understanding. It has begun to look for a national link with another school which would enable pupils to see their school and experience by comparison to another in this country. Although effective local links are in place, the school has yet to fully assess the impact of those links on the work of the school.

Leaders and managers have accurately evaluated the school's strengths and areas for development to ensure that the present rate of progress continues. Attainment is

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

increasing due to a clear focus on improving teaching, planning and assessment. The leadership team has effectively developed the role of middle managers so that learning is now consistently good, improvements are securely embedded and expectations are clear. As a result, the school's capacity for further and sustained improvement is good.

What does the school need to do to improve further?

- Seek to ensure that attainment rises to above average levels by:
 - increasing the consistency of pace and challenge in lessons across the school
 - further sharing of best practice across the school to embed improvement
 - addressing any remaining attendance concerns by further work with hard to reach parents and carers.
- Develop community cohesion by:
 - securing a national link which will enable pupils to see their school and experience in a broader context
 - fully analysing the impact of work already underway in the local community.

Outcomes for individuals and groups of pupils

2

All groups of pupils demonstrate good achievement and enjoyment of learning. They are fully engaged in lessons because clear, consistent behaviour expectations are in place and skilful use of questioning keeps pupils fully on task. In an outstanding Year 5/6 literacy lesson, all three adults present questioned individuals very well to promote thinking skills before pupils engaged in writing activities. Pupils get on well with each other and enjoy excellent relations with adults who provide close, ongoing support for all groups including those with English as an additional language and from minority ethnic groups.

Having identified writing and mathematics as areas requiring further improvement, the school has provided additional guidance through a strand system which focuses on helping pupils at particular levels of subject development. Support is in place to ensure that all pupils, including those with special educational needs and/or disabilities and boys, are confident learners eager to contribute in lessons. Their progress is therefore in line with that of other pupils. Current results indicate that attainment, which has been low in Key Stage 1, is improving there and that progress has been consolidated in all areas. Regular reviews of progress by all staff and phase meetings, together with some sharing of best practice, are helping to ensure average or better attainment levels.

Behaviour is good and well-managed by staff, as observed in lessons and around the school during the inspection. Pupils are polite and welcoming to visitors. The large majority of pupils feel safe and know whom to approach if they have a problem of any kind. Safety is consistently emphasised and parents and carers are unanimous in their feeling that the school keeps their children safe. Pupils are keen promoters of healthy lifestyles with good knowledge of how sport and healthy eating contribute to well-being. Pupils have a good range of ways in which they can contribute to the school community, for example as members of a very articulate school council or as house captains.

The school has been diligent in its efforts to ensure that attendance is at least satisfactory and recognises the need to continue the promotion of good attendance. The ongoing

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

reward system related to attendance matters is beginning to have a further impact. An engaging curriculum and carefully planned learning opportunities to improve literacy, numeracy and information technology skills mean that pupils develop good workplace skills. Social, moral, spiritual and cultural outcomes are good. Pupils respect and care for each other and reflect on their actions. The process of reflection is well supported by displays around the school. Pupils take part in a wide range of sporting and cultural activities, supplemented by school clubs, and mix well with peers from different backgrounds. They know right from wrong. Celebration of other cultures and faiths is part of the school's increased focus on multicultural development. The school is now seeking to expand its links with other communities in this country.

These are the grades for pupils' outcomes

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is good. Teachers ensure that pupils are consistently engaged in their learning and thus make good progress. Questioning is especially well used to take learning forward by a 'thinking through' process. Teachers display good subject knowledge. Resources are well used, including the majority of learning support assistants, many of whom are highly skilled. Pupils understand their learning targets and are increasingly able to articulate how they are to achieve them as a result of careful staff guidance. Teachers have access to a wealth of data from assessments to inform their knowledge of individuals and carefully assess the steps pupils have yet to make. As a

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

result, appropriate activities are planned at a variety of levels. In an outstanding Year 2 mathematics lesson, the teacher's close knowledge of pupils and her use of frogs as a resource to engage pupils in counting ensured high quality responses. Stranding based on ability in mathematics and literacy has aided progress. Increased progress in writing and mathematics is a result of a steady focus on using pupils' daily experiences to develop confidence levels.

The curriculum is broad and good. A wide range of work on display around the school reflects the cross-curricular emphasis. Pupils make effective use of information technology and literacy skills and staff often include thematic data in literacy and mathematical investigations. Trips add to the engagement of pupils; many are local trips to ensure the widest possible participation. Focused enrichment opportunities, such as enterprise week, run across the school. Partnerships are well-established, such as one with the local grammar school which has enabled language teaching to flourish lower down the school. Pupils enjoy the additional experience provided by a wide range of activities as diverse as sport, art, cookery and computing. The curriculum review currently under way in the school is designed to ensure a skills based curriculum which will add to pupil engagement.

Care, guidance and support is outstanding. The school is an inclusive community and every effort is made to ensure that support is precisely targeted so that all groups of learners can make the best of the opportunities available to them. Pupils with special educational needs and/or disabilities receive outstanding support because progress is carefully monitored and interventions are quickly put in place wherever necessary. Case studies show clear evidence that the school has made a significant difference to pupils in potentially vulnerable circumstances leading to good progress for this group.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels have accurately identified those areas requiring further improvement and have made increasing use of data and assessment information to monitor and evaluate progress across the school. A clear, detailed school improvement plan and accurate self-evaluation have enabled the school to take attainment forward. Middle managers have assumed increased responsibility across the school. Teachers are held accountable for progress and regular staff meetings identify those areas requiring further work. As a result, standards in writing, mathematics and at Key Stage 1 are rising at an increasingly rapid rate aided by careful stranding arrangements for literacy and numeracy further up the school. Best practice has yet to be fully shared across the school as a means of adding to the rate of progress.

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 governing body has a good understanding of the school and works in an increasingly structured and knowledgeable way to support and challenge the school. Together with all staff as well as leaders and managers, it is relentlessly committed to securing further improvement. The school has been working closely with parents and carers to reinforce learning and support processes but realises that there is still some work to do with hard to reach parents and carers to improve average attendance rates. Good partnerships are in place with a range of external agencies and with local schools to ease transitions into and out of the school and to supplement existing services. The school prides itself on its inclusive nature and provision and is committed through clear and effective policies to ensuring equality of opportunity and elimination of discrimination in any form. Any remaining gaps in attainment are now rapidly closing. Good safeguarding arrangements include ongoing training for staff and very thorough risk assessments.

The school has conducted an audit of its community cohesion strategies and put an action plan in place. It has set up good links with the local community but has yet to assess the impact of those links on the work going on in school. Links with school communities in Uganda and China are reinforced by visits between school staff and, in the case of Chinese, by Mandarin Chinese lessons available as an enrichment activity in the school. The school is looking for a national school link in this country which would enable pupils to see their learning and experiences by comparison to another school but this link has not yet been secured. The school makes good use of its resources to meet pupils' needs and to secure good outcomes, thereby ensuring good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with knowledge and skills which are well-below expectations for their age. They make good progress but attainment remains below

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

expected levels. Children develop very effective personal skills which enable them to interact maturely in a variety of situations. Children understand about their own safety and how their actions affect others. As a result, they are able to play a greater role in their own learning.

Adults demonstrate their good knowledge of the children by providing an appropriate range of activities and questioning children sensitively to develop their understanding. The stimulating and lively learning environment provides good, and sometimes outstanding, learning opportunities for all children. Planning incorporates pupil input and a lot of observation and assessment information to ensure a good match to ability and maturity levels. Teaching is consistently good. The Early Years Foundation Stage co-ordinator is well informed about the pupils, their families and how young children learn. Pupils are identified early with the progress of nearly half recorded through use of Developmental Matters materials. A strong unified team ethos means that learning support assistants are fully involved in planning. Links with parents and carers are good, especially at an informal level. Well-focused plans are in place to ensure further parent and carer involvement in children's learning.

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

The response rate from parents and carers to the Ofsted questionnaire was smaller than the national average for primary schools. The vast majority of those who replied were very pleased with their child's experience at the school. They were particularly happy with the ways in which the school keeps their child safe and helps children to have a healthy lifestyle. They valued the quality of teaching at the school and were confident that their child enjoys school. A very small minority of parents and carers expressed concerns about behaviour. Inspectors observed behaviour in and out of lessons and found that behaviour at the school is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings Road 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	63	34	34	3	3	0	0
The school keeps my child safe	77	77	23	23	0	0	0	0
My school informs me about my child's progress	59	59	38	38	3	3	0	0
My child is making enough progress at this school	56	56	41	41	3	3	0	0
The teaching is good at this school	57	57	42	42	1	1	0	0
The school helps me to support my child's learning	52	52	45	45	2	2	0	0
The school helps my child to have a healthy lifestyle	56	56	44	44	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)	60	60	33	33	1	1	0	0
The school meets my child's particular needs	48	48	48	48	2	2	0	0
The school deals effectively with unacceptable behaviour	41	41	50	50	5	5	1	1
The school takes account of my suggestions and concerns	47	47	46	46	5	5	0	0
The school is led and managed effectively	69	69	28	28	0	0	1	1
Overall, I am happy with my child's experience at this school	67	67	32	32	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



26 May 2011

Dear Pupils

Inspection of Kings Road Primary School, Chelmsford, CM1 2BB

Thank you for the welcome you gave us when we visited your school recently. We enjoyed talking to you in lessons and especially when you came to us so proudly to share the work you had done. I am writing to tell you what we found out about your school.

We found that Kings Road Primary School is a good school. Here are some of the things your school does well.

We found that your school takes excellent care of you, guides you carefully and supports you in all your efforts.

Teaching is good and helps you to make good progress.

You feel that you learn a lot in lessons and we agree.

The school works hard to keep you safe and healthy.

The headteacher and his staff want to make your school even better so we have made some suggestions which can help:

- to make sure that your teachers share their best methods to increase the challenge in lessons across the school so the pace at which you learn continues to increase
- to encourage you to attend all the time so you don't miss any of the exciting learning on offer
- to link up with another school in this country so you can see how what you do matches up with the experiences of pupils at that school and to reflect on how your work with the local community helps to develop your learning.

The inspectors are confident that your good behaviour and the way you try hard with your work can help your school to continue improving.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.