

Kingsley Primary School

Thomson Crescent, Croydon, CR0 3JT

Inspection dates

10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The headteacher, governors and senior leaders have successfully secured a whole-school drive to improve the quality of teaching. Teaching is now good overall and sometimes outstanding. As a result, pupils achieve well.
- Pupils of all abilities make good progress from their starting points. Consequently, pupils' national test results have risen since the last inspection and attainment is now above average overall.
- Pupils are well mannered and their behaviour is good. They welcome the opportunity to talk to visitors about their school and do so with great pride. Pupils told inspectors that they feel safe and secure.

It is not yet an outstanding school because

- Although there is some outstanding teaching, there is not yet enough to secure outstanding achievement.
- In a very small minority of lessons, teachers do not identify quickly enough whether pupils need more help or need to be challenged. As a result, activities are not consistently matched to pupils' abilities and the pace of learning slows slightly.
- Existing links with parents and carers, and with businesses within the local community, although developing well, are not as strong as they could be to help lift pupils' aspirations as to what they can achieve even further. This has been identified rightly by the school as an area for improvement.

Information about this inspection

- The inspection team observed teaching in 45 lessons and part lessons.
- Discussions were held with senior staff, teachers, the Chair of the Governing Body, a representative from the local authority and groups of pupils. The questionnaires completed by 20 members of staff were also taken into account.
- The inspection team took account of 11 responses to the on-line Parent View survey, in addition to 117 responses to a recent school questionnaire.
- The team reviewed a range of documentation including the school's analysis of pupils' progress, the school's development plan, leaders' monitoring records and pupils' work.

Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Calvin Pike	Additional Inspector
Grace Marriott	Additional Inspector
Lynda Walker	Additional Inspector
Gillian Bosschaert	Additional Inspector

Full report

Information about this school

- The school is much larger than the average primary school.
- The school has an 18-place specially resourced provision for pupils with hearing impairments.
- The proportion of pupils from minority ethnic backgrounds is well above the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported under the pupil premium initiative, including those who receive free school meals, is above average.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is in line with the national average.
- There is a breakfast club and an after-school club, both of which are managed by the governing body and were included in this inspection.
- At the time of the inspection, the school is part way through an extended period of building work and redevelopment.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- By October 2013, lift the quality of teaching and learning from good to outstanding by:
 - ensuring teachers respond to pupils' changing needs promptly during lessons so that activities are matched closely to pupils' abilities in order that all pupils learn well throughout the lesson
 - extending existing links with parents and carers, and with businesses within the local community, in order to raise pupils' aspirations for what they can achieve even further.

Inspection judgements

The achievement of pupils is good

- Children's skills and knowledge when they join Early Years Foundation Stage are generally well below those typical for their age. Children make good progress and achieve well by the time they enter Year 1, particularly in the development of social and language skills.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have improved, year on year since the last inspection. Test and assessment data, scrutiny of pupils' work and lesson observations all point to further improvements in 2012 and beyond, and above average attainment in reading, writing and mathematics.
- Pupils continue to make good progress across Key Stage 2 so that attainment is above average overall by the time pupils leave Year 6. The school has been particularly successful in increasing the proportion of pupils attaining the higher levels in English and mathematics.
- Increased opportunities for pupils to read a wider range of reading material for different purposes, in addition to initiatives such as a weekly reading club, have contributed well to pupils' growing interest in books and to their enjoyment of reading.
- All groups of pupils make good progress overall from their starting points. Some make outstanding progress, including disabled pupils, those with special educational needs and those pupils for whom English is an additional language. Pupils who attend the unit for pupils with hearing impairments make at least good and often outstanding progress as a result of the high quality support provided by specialist staff.
- Pupil premium is used well to support initiatives such as specialist literacy and mathematics teachers and 'Place2Be', a specialist provision within the school offering support for pupils' social and emotional development. As a result, those pupils for whom it provides support make good progress in the development of both personal and academic skills.
- The large majority of parents and carers feel that their children are making good progress in the school.

The quality of teaching is good

- Teaching over time is good overall, and continuing to improve, so that pupils achieve well. Typically, teaching is characterised by high expectations of what pupils can achieve, confident subject knowledge and strong relationships.
- The large majority of parent and carers confirm this view and consider their children to be well taught.
- Consistent and regularly reinforced routines ensure that children settle very quickly in the Early Years Foundation Stage and enjoy the wide range of activities provided. For example, during the inspection, children responded willingly to the teacher's countdown from 10 to 0 whilst tidying up at the end of a session.
- Reading is taught well, with a good emphasis on the teaching of phonics (the link between letters and sounds) combined with a range of reading techniques. This was seen in a Year 2 session when pupils enthusiastically applied their phonics knowledge to successfully read and write complete sentences.
- More opportunities for pupils to make choices during lessons have increased their interest and enthusiasm for learning. In a Year 4 mathematics lesson, for instance, pupils demonstrated strong cooperation skills and responsibility when given the opportunity to learn from each other when in the role of 'experts'.
- Teachers regularly use interactive whiteboards effectively to demonstrate the successful completion of tasks so that pupils understand what they need to do to complete an activity well. For example, Year 2 pupils made good progress when producing written accounts of a recent visit to a local market because the teacher made clear what the task would entail.

- The quality of marking has improved since the last inspection and is used to good effect so that pupils understand what they need to do to be successful and how they can improve their work further.
- Well-organised and flexible provision, such as staffing, grouping and resources, in the specialist unit is central to the good, and sometimes outstanding, progress made by pupils with hearing impairments. Pupils who attend the unit are thoroughly integrated into mainstream lessons so that they play a confident and active part in the life of the school.
- Generally, teachers and support staff use questioning well to explore and build on pupils' understanding as lessons progress. Occasionally, where teaching is less successful, some teachers do not recognise quickly enough those pupils that need 'pushing on' or those that need extra support. In these instances, activities are not matched closely enough to pupils' needs and the pace of learning slows.
- Teaching assistants and pupil support assistants make a good contribution to lessons. They share teachers' expectations for the lesson with pupils as they work with them individually, in groups and in whole-class activities.

The behaviour and safety of pupils are good

- Pupils' behaviour is consistently good over time, from the youngest children in the school to the oldest. Relationships in the school are strong and there is mutual respect between adults and pupils. As a result, pupils feel valued and play a responsible and interested role in their own learning. Occasionally, a small number of pupils become disengaged during some lessons when teachers do not respond to their changing needs promptly.
- Pupils' increased enjoyment of school and their positive attitudes to learning are reflected in improved attendance rates, which have been consistently above average since the last inspection. Initiatives such as the school's breakfast club make a positive contribution to pupils' regular attendance and punctuality.
- Pupils know about different types of bullying, such as cyber bullying and racism, and have a sensible understanding of how they can help to keep themselves safe. School records and logs confirm pupils' views that bullying is rare and that if they do have a concern, adults sort it out quickly. Pupils told inspectors about the positive role played by the staff in 'Place2Be' in ensuring there is always someone to talk to if they have any worries, so that they feel secure.
- Most parents and carers agree that behaviour is good in the school and that their children are kept safe. The school has established a range of effective measures during the school's building work so that pupils are consistently safe as they move from place to place during the school day.

The leadership and management are good

- The school knows its strengths and weaknesses well. Accurate self-evaluation and the measured introduction of initiatives have contributed much to improvements in the quality of teaching and in pupils' achievement. The fact that the school has continued to improve during a lengthy period of building work and redevelopment is a credit to the commitment of the headteacher, senior leaders and staff team.
- The school has worked well with the local authority and with other partners to successfully increase the focus on the quality of teaching. For example, it has made the most of any relevant opportunities to enhance teachers' professional development. Improvements in procedures to track pupils' progress have introduced greater rigour and enabled staff to ensure that all groups make similarly good progress.
- Developments in performance management mean that good teaching is recognised and

rewarded and teachers are increasingly reflective about their own practice. They play a key role in identifying ways to make teaching more successful and to improve pupils' learning. As a result, the quality of teaching has improved and staff morale is high.

- The leadership structure has been reorganised since the last inspection so that teachers from all year groups are involved in reviewing and monitoring the revised curriculum to ensure consistency and progression. This makes a valuable contribution to middle leaders' professional development.
 - The introduction of the 'contextual curriculum' means that there are many opportunities to apply basic skills in different subjects and learning is stimulating and more meaningful. For example, during the inspection, pupils in Year 4 confidently used a range of literacy vocabulary and skills when formulating a newspaper report about Boudicca and the Romans.
 - Provision to support the development of pupils' spiritual, moral, social and cultural understanding is good. A variety of trips and visits are used well to enhance learning, whilst the broad and balanced curriculum encourages pupils to reflect on the world around them, such as a group of Year 5 pupils who were able to concentrate for an extended period of time in a thoughtful and calm classroom atmosphere whilst working on their pencil sketches of the London skyline.
 - The school sees itself as being at the heart of the local community and is developing appropriate links well with parents and carers. As a result, pupils' expectations and aspirations of what they can achieve are increasing. This is reflected in one pupil's comment: 'In lessons we are taught new things which help us to be well educated for future jobs.'
 - All pupils are expected to do their best, regardless of their abilities or backgrounds, and are positively involved and included in lessons and the life of the school. While existing partnerships are effective in supporting this, the school has rightly identified that increased links with parents and carers and with the local community will help to raise pupils' aspirations for the future even further.
 - The governance of the school:
 - is well informed and makes an active contribution to the school's self-evaluation. It has an accurate picture of the school's strengths and development needs
 - works with school leaders in promoting equality of opportunity and not tolerating any form of discrimination
 - provides a good level of support and challenge and plays an effective role in supporting the school's ongoing development. Financial resources are well managed to maximise the impact on pupil achievement. The pupil premium funding has, for example, been used to good effect to deploy specialist literacy and numeracy teachers.
 - takes health and safety matters seriously and statutory requirements are met in full.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131925
Local authority	Croydon
Inspection number	402517

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	855
Appropriate authority	The governing body
Chair	Ian Mills
Headteacher	Christine Heasman
Date of previous school inspection	25 February 2010
Telephone number	020 8689 7688
Fax number	020 8684 3216
Email address	office@kingsley.croydon.sch.uk

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