

Kingsnorth C of E Primary School

Church Hill, Ashford, Kent, TN23 3EF

Inspection dates 27–28 September 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 majority of pupils make good progress and learn well in most subjects.
- The school continues to improve. Since the previous inspection, the proportion of pupils achieving the typically expected levels at the end of Key Stage 2 has risen. Standards in mathematics are significantly above the national average.
- Most pupils learn to read quickly and exceed the expected levels. Those who fall behind are effectively supported and catch up well.
- Teaching and learning are good overall and some teaching is outstanding. Teachers have high expectations of most pupils and teach interesting lessons.
- Pupils enjoy being in the school and attendance is high. Relationships between adults and pupils are exceptionally positive because the pupils feel safe and well looked after and their views are respected. Behaviour is good.
- The headteacher is well supported by a strong team of leaders and an effective governing body. In pursuit of their drive for excellence, the governors have taken decisive action to strengthen leadership and to address weak teaching.

It is not yet an outstanding school because

- Standards in writing, particularly among a small number of boys, are not as high as those in the other subjects.
- Work set for the most-able pupils is not always challenging enough; as a result, not all of these pupils achieve at the higher levels, especially in English.

Information about this inspection

- Inspectors observed 26 lessons, of which six were joint observations with senior leaders. Additionally, inspectors made a number of other short visits to lessons.
- Meetings were held with two groups of pupils, representative governors, including the Chair of the Governing Body, and with school staff, including senior and middle leaders.
- The inspection team took account of 55 responses to the on-line questionnaire (Parent View) and of parents' and carers' comments made to inspectors during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring information and records related to safeguarding, attendance and behaviour.

Inspection team

Richard Potts, Lead inspector	Additional inspector
Rebekah Iiyambo	Additional inspector
Anthony Hayes	Additional inspector

Full report

Information about this school

- Kingsnorth C of E Primary School is a larger than average-sized primary school that has grown from being a small rural school. It serves a semi-urban population in an area undergoing further expansion.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A smaller than average proportion of pupils is known to be eligible for the pupil premium.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported at school action is broadly similar to the national average. The proportion of pupils supported at school action plus and with a statement of special educational needs is lower than average.
- The headteacher had been in post for three weeks at the time of the inspection.
- There are breakfast and after-school clubs that are not managed by the governing body and are subject to a separate inspection.

What does the school need to do to improve further?

- Increase the proportion of pupils reaching the higher levels, especially in English, by ensuring that the work set for the most-able pupils is sufficiently challenging and the pace of learning is at a fast rate both within lessons and over time.
- By June 2013, raise standards in writing, particularly for boys, so that attainment is in line with reading and mathematics, by providing more intervention sessions that specifically focus on the development of boys' writing skills.

Inspection judgements

The achievement of pupils is good

- Attainment in all year groups is above age-related expectations in all subjects and particularly in mathematics and reading. Pupils are well prepared for the next stage in their learning.
- Pupils make better than typically expected progress in most subjects, but particularly in reading and mathematics. Progress in mathematics has improved from below average to significantly above average since the last inspection.
- The school has well-developed systems to identify learning needs so that appropriate support programmes can be put into place quickly. As a result, most pupils, including disabled pupils and those with special educational needs, make good progress from their starting points.
- Pupils' progress in English and mathematics has been above typical expectations for each of the last three years. The school's data indicate that a gap in performance between boys and girls in English is closing. Lesson observations and scrutiny of pupils' work indicate that pupils across the school continue to make good and sustained progress.
- Pupils read well because they have a good grasp of phonics (letters and the sounds they make) and are encouraged to read widely.
- A large majority of parents and carers agree that their children make good progress in their learning while in school. Pupils have a clear understanding of how well they are doing in their work and what they must do to get better.
- Standards in writing, particularly among the boys, are not as high as in reading and mathematics. The school plans to introduce more intervention sessions to specifically focus on the development of writing skills, particularly for boys. Similar intervention strategies in mathematics, targeted at improving pupil achievement, have proved successful. In addition, a few of the more-able pupils do not always reach the higher levels in English because work is not always demanding enough.

The quality of teaching is good

- The overall quality of teaching over time is good and some of it is outstanding. During the inspection, no inadequate lessons were seen.
- In the great majority of lessons, careful assessment is used to ensure that work is well matched to pupils' different abilities. High expectations is the norm in most, but not all, lessons, and this leads to work that is challenging and teachers ensure that learning proceeds briskly.
- Most lesson planning is detailed and learning targets are clearly identified for both individuals and groups of pupils.
- Most teachers maintain a careful check on pupils' progress as lessons proceed, using skilful questioning to judge levels of understanding and to encourage deeper thinking.
- Mutual respect and trust mean that relationships between adults and pupils are exceptional. Pupils respond well to instruction and the school is permeated by a positive learning atmosphere.
- Teachers have good subject knowledge and understand how to promote pupils' skills in literacy across the curriculum. The effective deployment of skilled teaching assistants supports pupils' learning well, so that gaps in performance are closing. For example, in a lesson on the 'Great Storm of 1987', effective use of information and communication technology (ICT) was combined with the account of an eye witness, which added to the interest and excitement of the topic. Care had been taken to identify and emphasise key vocabulary and to vary tasks to meet the learning needs of different groups and individuals. A teaching assistant provided effective support and challenge for a target group, so that overall, pupils were engaged, enthusiastic learners who made very good progress both in

their appreciation of the topic but also in their acquisition of new language skills.

- Most marking is thorough and makes a strong contribution to pupils' understanding of how pupils can improve their work.
- Whilst expectations of most pupils are appropriately high and the pace of learning is fast, the most-able pupils, especially in English, are not always consistently challenged. As a result, some do not achieve the levels of attainment of which they are capable.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are a strength of the school and, even on the odd occasion where teaching lacks spark, pupils maintain concentration and behave well.
- Excellent relationships mean that pupils respond very well to all staff, including supply teachers.
- The school has a well-developed and highly effective system of rewards and sanctions. Well-maintained logs indicate that poor behaviour is a rarity, any repeated indiscipline is swiftly corrected and the rate of exclusion is low.
- Pupils express a great pride in their school. All groups of pupils are helpful, tolerant and thoughtful towards each other and respectful and polite towards adults.
- A large majority of the parents and carers believe that the few incidents of bullying are promptly and effectively dealt with. Their assertions are correct. Pupils have an appreciation of the different types of bullying and say that they feel well protected. They have trust and confidence in the staff and believe that any issues will be taken seriously and handled sensitively and quickly.
- Pupils' enjoyment of school is demonstrated through very high attendance, with very few pupils arriving late to school.
- Positive attitudes to learning and levels of self-discipline contribute strongly to pupils' good achievement in most lessons.

The leadership and management are good

- Although the headteacher has been in post for only a brief period, he has clearly demonstrated a strong commitment to excellence and a vision to create an outstanding school over time. Well supported by capable and knowledgeable senior leaders, he has acted swiftly to reshape and refocus the school's leadership team, following a period of considerable change.
- The school's improvement planning is clear, detailed and closely matched to the acknowledged areas for development. Self-evaluation is well considered and accurately reflects the school's effectiveness.
- Issues identified at the previous inspection, notably the quality and use of information and communication technology, the development of the curriculum and an improvement in the overall quality of teaching, have been effectively addressed.
- Standards have risen over the last three years. Performance management and the monitoring of learning are robust and have resulted in more-effective teaching and an acceleration in the rate at which pupils make progress. Although at an early stage of implementation, the school's systems show that there is a strong link between performance management, appraisal and salary progression.
- The school has established appropriate support, guidance and mentorship for its newly-appointed members of staff. Leaders have identified best practice throughout the school and ensured that this is modelled across the year groups. Where external support is required, it has been obtained both through the local authority, the broader family of local schools and through commercial providers. The local authority considers the school to be robust and to require only light touch support.
- The broad and balanced curriculum is well matched to all pupils' learning needs, promoting both high levels of achievement and the development of basic skills. There is a wide variety of enrichment activities which include sporting events, as well as residential trips and visits.

Pupils' social, moral, spiritual and cultural development is well promoted overall and the school is already working on more initiatives to raise pupils' awareness of life in a multicultural society.

- At the time of the inspection, all statutory requirements relating to safeguarding were met.

■ **The governance of the school:**

- is effective, supporting the headteacher and staff and contributing positively to the strategic drive for improvement
- has a good understanding of the school's strengths and weaknesses, and has ensured that appropriate measures have been taken to address any shortcomings
- holds the headteacher and his senior leaders to account for the achievement of their vision of excellence within the specified period
- recognises the importance of rigorous performance management as a key factor in successful school improvement
- understands how finance and other resources, in particular the pupil premium, are used to support the school's effectiveness in meeting the needs of all pupils. The governing body has decided to spend the pupil premium on additional support staff who can provide intensive, small-group teaching.

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	118667
Local authority	Kent
Inspection number	401777

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Neil Shorter
Headteacher	Iain Witts
Date of previous school inspection	15–16 June 2010
Telephone number	01233 622673
Email address	office@kingsnorth.kent.sch.uk

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