

Kings Road Primary School

Kings Road, Chelmsford, CM1 2BB

Inspection dates 25–26 March 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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 children in the Early Years Foundation Stage get off to a good start and make rapid gains in their learning.
- Pupils make good progress in Years 1 to 6. Standards were above average at the end of Year 2 in 2013. Standards at the end of Year 6 are improving.
- Teaching is mostly good. Most lessons are well planned. Interesting activities and creative resources engage pupils' interest.
- The school places great importance on pupils' spiritual, moral, social and cultural education.
- Pupils feel safe in school as a result of good relationships.
- Homework is set regularly and it is of a high standard.
- Disabled pupils and those who have special educational needs achieve well. They are supported effectively by teaching assistants, who work closely with teachers to help them.
- Pupils say that they are well cared for at school. They have a good understanding of how to keep themselves safe.
- The leadership team uses effective plans to tackle identified weaknesses, and the quality of teaching and pupils' achievement are improving as a result.
- Governors have a good understanding of the school's strengths and weaknesses. They hold leaders to account for the quality of education provided.

It is not yet an outstanding school because

- Leaders have not made consistently good use of information on pupils' standards and progress to quickly identify any pupils in danger of underachieving.
- Until recently, not enough focus has been placed on the teaching of reading or giving pupils demanding opportunities to practise and apply their reading skills.

Information about this inspection

- Inspectors observed 23 lessons, eight of which were seen together with the headteacher or members of the senior leadership team.
- Inspectors carried out a series of short visits to classes across the school, observed assemblies and listened to pupils read.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body, other governors and a representative from the local authority.
- Inspectors took account of 83 responses to Ofsted’s online questionnaire, Parent View, and held informal discussions with parents and carers in the playground. Inspectors also took account of the 40 responses to the staff questionnaire.
- Inspectors observed the school’s work and looked at a number of documents, including: the school’s own information on the pupils’ current progress; planning and monitoring documentation; records relating to safeguarding, behaviour and attendance.

Inspection team

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|----------------------------|----------------------|
| Emma Merva, Lead inspector | Additional Inspector |
| David Westworth | Additional Inspector |
| Lynn Lowery | Additional Inspector |
| Fatiha Maitland | Additional Inspector |

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of pupils for whom the school receives pupil premium funding is above the national average. This is additional funding for pupils known to be eligible for free school meals, those in local authority care and children whose parents are in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The school provides a breakfast and after-school club each day. It is run by an external provider and was not included in the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and learning by giving pupils consistently challenging tasks and activities to improve their reading skills.
- Improve leadership and management by rigorously monitoring the achievement of all pupils, so any who may be in danger of falling behind in their work can quickly be identified and supported.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are below those expected for their age. The outdoor and indoor learning spaces are used creatively to engage children so that they make good progress in their learning. Adults model speaking and listening well so that children understand the high expectations of them.
- All groups of pupils, including the most able, make good progress in Years 1 to 6 and standards are rising. They improved from below average to above average at the end of Year 2 in 2013. Although standards were below average at the end of Year 6, pupils had made good progress in writing and mathematics from particularly low starting points at the end of Year 2. The work seen and the school's data show that in the current Year 6, the proportion of pupils on track to make the progress expected of them is higher than in 2013.
- Pupils' achievement in reading has not been as strong as in writing and mathematics in the past. This is because there has not been a consistent focus on the teaching of reading skills. The proportion of pupils reaching the expected level in the Year 1 screening check for phonics (the sounds that letters make), for example, was well below the national average in 2013. However, progress is improving rapidly this year because reading has been given a high priority through whole-school events, the remodelling of the library and parents coming in to school to read with their children. More pupils than before take out library books each week and want to actively participate in reading. Consequently, pupils' attainment in reading is rising.
- Disabled pupils and those who have special educational needs make good progress. Effective additional support enables them to learn well in lessons.
- As a result of good use of additional resources, extra support and small-group teaching, pupils who are eligible for the pupil premium funding make good progress. There is little difference between the standards they achieve and those of their peers. In 2013, these pupils did better than their peers in reading and writing at the end of Year 6 and were about a term behind in mathematics.

The quality of teaching is good

- The quality of teaching is typically good. Lesson planning is effective. Appealing resources engage pupils' interest and the activities challenge all pupils, including the most able, to think and discuss their ideas.
- Teaching assistants provide good support, work well with the class teacher and plan extra support sessions effectively. They skilfully help disabled pupils or those who have special educational needs. As a result, these pupils make good progress in their lessons.
- Teachers' marking is effective and pupils respond positively to their feedback in lessons. This is helping pupils to make good progress in their work.
- Teaching is consistently good in the Early Years Foundation Stage. Teachers plan and provide exciting activities. Children use their phonics skills well and apply them in both reading and writing activities. For example, children made good progress practising their phonics skills while rewriting the story *The Hungry Caterpillar*.

- Relationships between pupils and adults are productive. This has a positive effect on pupils' engagement in lessons. As a result, pupils have positive and productive attitudes to learning.
- Teachers extend pupils' learning well through developing their understanding of different areas of the curriculum. For example, in an English lesson in Year 3, pupils used their knowledge of subject-specific vocabulary to improve their work on different pieces of text. Pupils are given good opportunities to extend their learning through effective high-quality homework tasks that involve reading and topic work.
- Just occasionally, tasks and activities are not challenging enough to enable such rapid progress in reading.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils demonstrate positive attitudes which contribute well to their learning. Pupils say that they really like school and lessons are fun. Consequently, their attendance has risen and is now broadly average.
- Pupils demonstrate care and compassion to each other and adults in school. They walk quietly and calmly around school and help each other in the playground. For example, older pupils take responsibilities as playground buddies to the younger pupils.
- Pupils listen well to each other and their teachers. They cooperate well when working together in pairs or groups to discuss ideas about their work. For example, in a lesson in Year 4, when asked what activity they would prefer next, they listened well to each other before agreeing a way forward.
- The school's work to keep pupils safe and secure is good. Safeguarding and child protection policies are reviewed regularly. Staff and governors have completed training for child protection, safer recruitment and first aid.
- Pupils say they feel safe at school and are well looked after. They know how to keep themselves safe on the internet. Pupils say that if bullying does occur, teachers and support staff are there to help. They say that this is done swiftly and there are lots of adults to assist them.
- Parents who completed the online survey *Parent View* think that behaviour is good. Many parents at the start of the school day commented very positively about the education their children receive.

The leadership and management are good

- The headteacher and deputy headteacher have clear expectations of everyone in the school. They are ably supported by the highly committed and strong subject leaders. Leaders have correctly identified areas for development, and their resulting plans are having a positive impact. The school's own data show standards and progress are improving.
- The quality of teaching is monitored effectively by all leaders. Teachers receive targets that are linked to pupils making at least good progress. Pay increases are only given if these targets are met. Effective training has included the 'outstanding teacher programme' and the whole-school writing project 'Kings Road Writers'.

- Information about pupils' attainment and progress is collected regularly. As a result, leaders can monitor pupils' improvement. However, this has not always been used well enough to quickly spot any underachievement and ensure that all pupils make the progress that they are capable of.
- The additional sports funding is being used well. Teachers have had extra training and support in teaching gymnastics. The school has employed a sports coach to develop the amount and variety of sports on offer to pupils. As a result, pupils have had the opportunity to try out sports such as fencing, Gaelic football and multi-sports activities and their participation in sports clubs has recently increased. Some pupils are also improving their health and well-being through participating in the sports programme 'Change 4 Life'.
- Pupils benefit from a broad and very varied curriculum. In 'topic' lessons that link subjects together, pupils are exposed to different cultures through, for example, engaging work on Brazil and carnivals. As a result, pupils are respectful of different cultures and beliefs.
- Spiritual, moral, social and cultural education is promoted well. The school has a high commitment to ensuring differences are accepted and celebrated. This ensures all pupils have equal opportunities. Pupils in Years 2 and 6 are responsible for a break-time tuck shop. As a result, their social and moral development is extended through working together.
- Engagement of parents is good. For example, every Wednesday parents have the opportunity to share lunch with their children, which has encouraged more parents to interact with the school. There are also regular open events to share information about their children's achievement.
- The local authority provides only limited support for this good school. It has helped to tackle the dip in reading standards by providing extra support and resources.
- **The governance of the school:**
 - Governors have a clear understanding of the school's current strengths and the areas for development. They have a good knowledge of teaching and learning, because they make regular visits to the school. They are increasingly aware of how the headteacher checks on the quality of teaching and learning and how performance is rewarded. Governors have a clear picture of how the school is performing in relation to national standards. Therefore, they can hold the school to account effectively. They are aware of the school's use of the pupil premium and sports funding. Consequently, they understand about the pupils' current progress and the improvements that they have made. Governors ensure that safeguarding requirements are met. They receive regular training and have accessed courses such as being a new governor, managing the performance of staff and finance.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 132165 |
| Local authority | Essex |
| Inspection number | 440638 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 405 |
| Appropriate authority | The governing body |
| Chair | Jill Smith-Hughes |
| Headteacher | Phil Kyriacou |
| Date of previous school inspection | 24 May 2011 |
| Telephone number | 01245 256074 |
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