



Kingsland CE(C) Primary School

Inspection Report

Unique Reference Number 133766
LEA Stoke-On-Trent
Inspection number 282375
Inspection dates 6 October 2005 to 7 October 2005
Reporting inspector Barbara Crane RISP

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

Type of school	Primary	School address	Werrington Road
School category	Voluntary controlled		Bucknall
Age range of pupils	5 to 11		Stoke on Trent, Staffordshire ST2 9AS
Gender of pupils	Mixed	Telephone number	01782 234430
Number on roll	322	Fax number	01782 235586
Appropriate authority	The governing body	Chair of governors	Mrs C Brown
Date of previous inspection	Not applicable	Headteacher	Mr David Lawrence

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Kingsland Church of England Controlled Primary School is a larger than average school on the outskirts of Stoke-on-Trent. Very few pupils come from a minority ethnic background. Most pupils come from homes where the social and economic circumstances are below average. Children start at the school with attainment that is typically well below average for their age and the proportion with learning difficulties or disabilities is above average. This is the school's first inspection. It opened in September 2004 following the amalgamation of two schools and took over new premises in April 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

This school does not provide an acceptable education. Its overall effectiveness is inadequate and pupils are not doing well enough. It provides unsatisfactory value for money. Children in the reception class get a reasonable start and make particularly good progress in their personal, social and emotional development. Even so, standards in most respects remain well below average by the time they start in Year 1. Teaching does not secure a steady rate of improvement in Years 1 to 6 because the needs of too many pupils are not met and their achievement is unsatisfactory. Teachers do not make good enough use of their assessments of pupils' progress to help them plan activities that offer each child a suitable degree of challenge. Standards are exceptionally low. More able pupils and those with learning difficulties and disabilities do not get the support that they need to make consistent progress. Pupils' personal development is satisfactory, overall, but a few of the older boys find it difficult to keep to the rules on the playground.

The school knows that pupils' achievement is not good enough. Its leaders have identified which pupils should be doing better but are not sure which aspects of teaching need to improve because too few checks have been made on what is happening. The difficulties in moving to new premises have distracted the school from focusing on how to raise achievement. This means that the school is not in a position to deal successfully with its difficulties and improve further. It has, however, created a generally harmonious community in which pupils are demonstrating a growing sense of pride and belonging.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

What the school should do to improve further

- improve pupils' achievement, especially that of the more able pupils and those with learning difficulties and disabilities, by ensuring that teaching and the curriculum meet their needs
- ensure that there is more rigorous monitoring of the school's work, especially teaching, to identify and tackle problems at an earlier stage.

Achievement and standards

Grade: 4

Children join the school with well below average standards and often with very poor levels of language. Reception children's progress is satisfactory. They respond well to the clear expectations of behaviour and daily routines of work and make good progress in their personal, social and emotional development. Their satisfactory achievement in other areas provides a reasonable start to their life in school, even though standards

are generally well below average by the start of Year 1. Pupils in Years 1 to 6 do not achieve what they should and progress is unsatisfactory for large numbers of pupils. Pupils' current standards in English and mathematics are exceptionally low, as reflected in the results of tests taken by the Year 6 pupils in 2005. About half of the pupils, mainly those with learning difficulties and disabilities and the more able pupils, do not do well enough in Years 1 to 6 because the work is too easy or too hard for them. Pupils' speaking remains at a very low level, affecting their progress in all areas. When they write, pupils struggle to think of ideas and the words to express themselves. In mathematics, pupils find it very difficult to talk about how they arrived at answers or explain their thinking using mathematical terms. While the school has set challenging targets for pupils, there is little indication that these will be met because of weaknesses in teaching.

Personal development and well-being

Grade: 3

Personal development, including pupils' social, moral, spiritual and cultural development, is satisfactory, overall. Attendance is well below average, mainly because of a small number of pupils with persistent absence and the high number of holidays taken during term time. Most pupils, however, enjoy being at school. Reception children get a good start in learning how to work together to ensure success in later years. Children happily take on responsibilities, such as organising fruit and milk for snack time. Older pupils have sound attitudes to learning but become restless when work is too hard or lacks challenge. Some pupils lack the drive to succeed because they do not meet success in developing skills to equip them for later life. Pupils are delighted with the new facilities and feel valued as part of the new school community. They show pride when their achievements are recognised by awards in assemblies. Pupils' well-being is satisfactorily promoted and they recognise the importance of developing a healthy lifestyle. They appreciate the breakfast club, as well as the provision of fruit and salads as alternatives at lunchtime. They feel safe, and know where to go if they have problems and that adults will help them. Behaviour is satisfactory. Most pupils behave well and they show self-control as they move around the building. Pupils' play is often boisterous and a small minority of older boys disregard the school's rule about fighting.

Quality of provision

Teaching and learning

Grade: 4

Teaching is inadequate because it does not meet the needs of more able pupils and those with learning difficulties and disabilities in Years 1 to 6. The quality of teaching in these year groups is not consistently good enough to ensure that pupils are always learning. Reception children do better than the older pupils because teaching for them is satisfactory. Teaching here takes better account of what children need to do to improve their skills. In Years 1 to 6, teaching does not make good use of what

assessments show about the pupils' capabilities and teachers are not clear about the next steps that need to be taken to move pupils on in their learning. Expectations of more able pupils are too low and these pupils usually get the same work as the others. This means that more able pupils' learning is not at a fast enough rate and they lose interest. Planning to meet the needs of pupils with learning difficulties or disabilities does not take account of what needs to be worked on next to ensure that these pupils can meet with success. This reduces the effectiveness with which teaching assistants can provide support for these pupils.

Curriculum and other activities

Grade: 4

The school teaches everything that it should, but the curriculum is inadequate because planning does not promote sound progress for pupils in all year groups. The curriculum for children in reception is satisfactory and reflects a balance between children being taught skills directly and finding out by exploration. In Years 1 to 6, the curriculum does not build upon what pupils can already do or fill the gaps in their skills and knowledge and there are too few checks by managers to ensure that these shortcomings are recognised and dealt with. As a result, there is inadequate guidance to help teachers improve what is on offer. There are currently very few activities provided outside normal lessons. The outdoor facilities are at a very early stage of development to enable sporting activities to take place. The Year 6 pupils are eagerly anticipating the residential visit later in the term. There is sound planning for pupils' learning about safety and health.

Care, guidance and support

Grade: 4

The quality of care, guidance and support is unsatisfactory overall. Even though the school takes satisfactory care of pupils on a day-to-day basis and they feel secure, it does not help pupils to do their best by checking on their progress and helping them in their work. There are some good examples of direct intervention resulting in good guidance and support for individual pupils, and these have led to better attitudes or behaviour and so boosted achievement. Advice sought from outside the school has led to improvement in the management of challenging behaviour. Nevertheless, in some year groups, pupils are not clear about what they are aiming for in their work and how their targets will be reached. More able pupils and those with learning difficulties and disabilities in Years 1 to 6 lack effective guidance. Pupils' well-being in the longer term is satisfactorily promoted because they are taught about the need for a healthy lifestyle and how to keep safe.

Leadership and management

Grade: 4

The challenges surrounding the establishment of the new school and the move to new premises have meant that leaders and managers have not paid sufficient attention to

raising pupils' achievement. There has been success in creating a new school community in which pupils' personal development and sense of belonging are sound. While the school has several proposed initiatives, supported by the local authority, to improve the quality of education, these are not fully in place or bringing about the necessary change for the better. The energy of the leaders, managers and governors has been used up in sorting out day-to-day accommodation difficulties, which have been considerable. This has lessened the effectiveness of planning to get the best out of the staff and pupils. The school has yet to clearly evaluate its strengths and weaknesses, and to fully consult parents in identifying where it should improve. The school has improved its analysis of data on pupils' performance and this has led to the identification of large groups of pupils whose achievement is not good enough. How this situation will be remedied is not, however, being supported by checks on what is happening in teaching and learning in classrooms. There is not enough guidance for teachers on how to adapt the curriculum or improve their teaching so that pupils' achievement is raised. Subject managers have not developed skills to enable them to support the headteacher and deputy headteacher in checking on provision. The targets set for improvement have not been met. The school has been overwhelmed by its circumstances and there is, as yet, no indication that it has the capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	4	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	No
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Kingsland Church of England Controlled Primary School Werrington Road Bucknall Staffordshire ST2 9AS

7th October 2005

Dear Pupils

Thank you very much for the welcome you gave us when we visited the school. We enjoyed talking with you about what you do.

We were pleased to hear that you like your new school and that you can talk to adults if you have problems. Your teachers and the other grown-ups make sure you are safe at school and help you live healthily. Most of you behave well, except for those older boys who sometimes get into fights on the playground. A lot of you do not do well enough in your work after you leave the reception classes. This is because the work is often too easy or too hard for some of you.

We think that the school needs to improve so that things are better for you. The people who are in charge of the school need some extra help to put things right. We have asked them to keep a closer watch on how well the school is doing, so that they can sort things out more quickly. We have also asked teachers to plan more suitable work for you.

Thank you again for helping us with our work.

Yours faithfully

Mrs Crane (Lead inspector)