



Kingsley Community School

Inspection Report

Unique Reference Number 131800
Local Authority Liverpool
Inspection number 293852
Inspection dates 11–12 October 2006
Reporting inspector Kevin Johnson

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

Type of school	Primary	School address	Eversley Street
School category	Community		Liverpool
Age range of pupils	3–11		Merseyside L8 2TU
Gender of pupils	Mixed	Telephone number	0151 7096727
Number on roll (school)	211	Fax number	0151 7085105
Appropriate authority	The governing body	Chair	Cllr G Ben-Tovim
		Headteacher	Miss Elaine Rees
Date of previous school inspection	5 February 2001		

Age group 3–11	Inspection dates 11–12 October 2006	Inspection number 293852
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kingsley is an average sized community primary school which has an Islamic ethos. Almost four fifths of the pupils are Muslim. The school serves an area close to the centre of Liverpool. Social circumstances are extremely challenging with very high levels of unemployment. Eighty per cent of the pupils are entitled to receive free school meals and a similar proportion of pupils learn English as an additional language. The number of pupils who have learning difficulties and/or disabilities is slightly below average. A new headteacher was appointed in 2005 following a period of leadership and staffing instability.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kingsley is a rapidly improving school in which the culture of learning has been considerably strengthened under the leadership of the headteacher and governing body. It is a school which celebrates its cultural diversity to the full and provides a common ground for pupils to learn whatever their differences and difficulties. There have been many challenges which leaders have met head-on to bring about improvements over a relatively short time. The process of regeneration, though not complete, has given the school a renewed status and dignity within the community.

A major challenge for the school is in providing the best possible teaching for pupils who learn English as an additional language. Many who begin their schooling in the Nursery and indeed join the school at other times do not speak any English. From the Foundation Stage onwards this challenge is successfully overcome by skilled teaching and support staff. Their swift intervention ensures that pupils quickly gain access to learning. A good example of their dedication is the way work displays, such as a 'Tudor quiz' are deliberately planned to make language more accessible to pupils.

The impact of such support is significant. Following a steep decline to exceptionally low standards in all subjects at the end of both key stages, there was a dramatic turn around in 2005. This was because of the renewed focus and support, which the headteacher brought. The 2006 test results show further improvement in reading, writing and mathematics. Consequently, pupils in Key Stage 1 are now working at broadly average levels. Key Stage 2 pupils are working at below average levels in English and mathematics but given their low starting points, this represents good progress. Standards in science remain exceptionally low. As a result of evaluation, the teaching of science with a focus on pupils' use of technical language has become a priority for the school.

Monitoring of teaching is part of the school's continuous process of improvement. Teachers, learning support assistants and mentors are a cohesive team. Professional dialogue and self-evaluation are everyday features of their work. As a result, well planned lessons with a strong focus on improving language and communication skills are bringing about good achievement. Although inconsistencies in individual teachers' performance sometimes result in lack of pace and challenge in Years 3 to 6, the overall picture is improving. There are now some examples of good and outstanding teaching in this part of school. In the light of the developments taking place, the school is better than its own self-evaluation suggests.

The curriculum enriches pupils' learning. It provides many opportunities for them to foster their skills and interests and promotes personal development well. Pupils respect the faith cultures of others and take an interest in their differences, finding common ground in shared assemblies and celebrations. A measure of pupils' eagerness for learning and their enjoyment of school is the vastly increased attendance level. This is the result of extremely rigorous monitoring of attendance and punctuality by the headteacher, support for pupils and parents and rewards for the best class attendance which are fiercely sought after. The school has won the overwhelming confidence of

parents because they know that all adults care deeply about the well-being of their children. There are trusting relationships throughout the school and the way staff go the extra mile to provide the most sensitive help for pupils with particular difficulties is praiseworthy. Everyone feels secure in the happy vibrant environment in which all views are regarded as valid. As one school council member put it, 'There are no fights in this school...just arguments'. Pastoral care is good and in some instances exceptional and the school's knowledge of every pupil's progress equally so. However, not all pupils know their targets for learning and teachers do not always indicate clearly in their marking what pupils should do to reach them.

There is no doubt that the school's progress is attributable to the vision and energy of the headteacher who is supported by an outstanding governing body.

Her vision extends beyond the school. The very strong links with the newly opened Children's Centre, which is in essence an extension of the school building, are seen as a promising opportunity to help prepare children even better for their start in the Nursery. Since her appointment, she has vigorously tackled issues of standards and behaviour, restored staff morale, and removed many of the barriers to learning which pupils' faced. She has instilled in everyone a strong sense of, 'we can do it', because her open and inclusive approach to management means that all who teach and learn in the school have a voice in its development. Kingsley is now a thriving school which knows its strengths and what still can be achieved. It offers good value for money and has good capacity to improve

What the school should do to improve further

- Improve achievement in science, particularly at Key Stage 2.
- Remove the inconsistencies in teaching to increase the rate of pupils' learning from Years 3 to 6.
- Make sure all pupils know what their learning targets are and what they need to do to raise their achievement.

Achievement and standards

Grade: 2

When children enter the Nursery their skills are well below those expected for their age. Their literacy skills are very low because for almost all of them English is an additional language. A significant number do not speak any English. They make good progress throughout the Foundation Stage and in Years 1 and 2. Results at the end of Year 2 improved in 2005 and again in 2006 because of better provision. For Year 2 pupils to be working at broadly average levels, given their low starting points, represents good achievement. The school's national test results at the end of Key Stage 2 in 2005 and 2006 have also improved in English and mathematics, following a severe dip in previous years. The improvements in standards reflect the increased expectations and more challenging targets now being set. Having raised standards in English and mathematics, attention is now being focused on science to lift the exceptionally low standards. Pupils who are learning to speak English find a difficulty in using technical

language. Decisive action has been taken to try to remedy this. The school's internal assessments show that pupils are now making good progress overall. However, progress through Key Stage 2 is inconsistent and therefore not as good as it is in the Foundation Stage and Key Stage 1.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy finding out about each other's faith cultures in assemblies. Pupils regularly use the rooms which have been set aside for reflection and prayer. Pupils enjoy school. All agree that lessons are fun because of the practical activities provided. Pupils get on well with their teachers. Attendance is much improved and is now above average. Behaviour is satisfactory. Occasionally pupils' concentration lapses when the challenge and pace of lessons are insufficient. Pupils understand and practise a healthy lifestyle well through the additional physical activities provided. They know about healthy eating and make informed choices at meal times. The school council is a good example of pupils making a positive difference to the decisions taken in school. Pupils find out what it means to represent others' views and to negotiate a settlement. They learn other important life skills through residential visits and the good range of after school clubs.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall with some outstanding examples. However, teaching in Key Stage 2 is not as consistently good as in other parts of the school. Teachers plan and prepare lessons carefully to meet academic and cultural needs, but there are instances when teachers do not challenge pupils sufficiently. This leads to lower interest levels and lack of progress for some pupils. Good teaching in the Foundation Stage enables children to make good progress towards the early targets set for them. A key factor in pupils' good achievement is the skilled input of learning support and language assistants. Well planned intervention, based on good use of assessment, ensures pupils get the help they need as soon as it is required. Although generally supportive, marking does not always give enough guidance on how to improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum which meets statutory requirements. There is good provision for children to acquire the basic skills in numeracy and literacy which helps them to achieve well in these areas. A strong emphasis is placed on language

development throughout the curriculum. The school fully embraces its cultural richness by encouraging religious practices and celebrating cultural events. The curriculum is enriched by a good range of activities which boost pupils' interest and enthusiasm for school. A residential course for gifted and talented mathematicians, for example, proved very successful. The school has introduced a creative approach by grouping pupils according to particular needs in some subjects. In a Year 3 and 4 history lesson, for example, some pupils improved their drawing skills by producing a collage, while others improved their information and communication technology (ICT) by researching information. This adds purpose to learning by linking subjects in a meaningful way. Provision in the Foundation Stage is good. Teachers plan a stimulating environment which offers both interest and challenge and results in children becoming confident, willing learners.

Care, guidance and support

Grade: 2

The whole ethos of the school is centred on safeguarding pupils and enabling them to achieve as well as they can. Everyone plays their part and parents value what the school does. Pupils say they feel safe in school and that there is always an adult they can turn to for help when it is needed. There is a great deal of carefully planned support and guidance through counselling by mentors, and others to help pupils overcome their personal difficulties. This has led to much improved attitudes and the elimination of exclusions. A new scheme for dealing with personal health and social issues has a positive impact on relationships, self-esteem and achievement. All essential safety checks on the building are carried out. Adults in school are checked as to their suitability to work with children and there are proper procedures for children's protection.

Children who have learning difficulties and/or disabilities are supported well and make good progress in relation to their individual targets. Systems for tracking individual pupils' progress are highly effective. Teachers have full access to information and, with the headteacher's guidance, pinpoint potential underachievement and provide extra support to overcome it. Currently, information is not shared sufficiently with pupils in order to set short-term targets to accelerate their progress.

Leadership and management

Grade: 2

The headteacher is single minded in her determination to drive up standards and raise achievement. Her energy and vision have lifted the expectations of the whole-school community and set the school on the right track. Effective monitoring of performance has been the key to success. The governors' contribution is exceptional. Their rigorous challenge has helped to set the right priorities. Evaluation of the school's performance is incisive. It is now a much more effective school than it was. Monitoring of pupils' progress by the headteacher and governors is very good. Regular analysis of assessment data is used to inform teachers and help them plan the most effective support for pupils' learning and set realistic targets, which the school achieves. All staff members

know they have a hand in the school's development and are clear about their individual roles. The senior management team is strongly supportive and the newly formed curriculum teams have made a promising start in consolidating changes and their impact on the way pupils learn.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome when we visited your school on 11-12 October.

We enjoyed talking to so many of you and found out that you really do enjoy school. We are not surprised because it is such a happy, hard-working place to be and we are pleased that you are all achieving well.

These are what we judged to be the best things about your school.

- Your attendance is good and you get to school on time.
- You get on well with each other and take responsibility for what you do.
- You work hard and are getting better at English and mathematics.
- Your headteacher and teachers have made the school what it is and they have good ideas for making it even better.
- All the adults in school take very good care of you.
- Everyone, including your parents, is very proud of the good progress your school has made.

These things will make your school even better.

- Raising standards in English, mathematics and science to the highest possible levels.
- Making all of your lessons as good as the very best ones.
- Making sure you know what your targets for learning are and teachers marking your work to show you what you need to do to reach them.

You can all help by continuing to work hard in all lessons, including those times when the adults are working with different groups in the classroom.