



# Kingsley Primary School

## Inspection Report

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**Unique Reference Number** 131925  
**Local Authority** Croydon  
**Inspection number** 293887  
**Inspection dates** 28 February –1 March 2007  
**Reporting inspector** Peter McGregor

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

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<b>Type of school</b>	Primary	<b>School address</b>	Thomson Crescent
<b>School category</b>	Community		Croydon
<b>Age range of pupils</b>	3–11		CR0 3JT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8689 7688
<b>Number on roll (school)</b>	660	<b>Fax number</b>	020 8684 3216
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ian Mills
		<b>Headteacher</b>	Mrs Chris Heasman
<b>Date of previous school inspection</b>	20 May 2002		

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## **Introduction**

The inspection was carried out by four Additional Inspectors.

## **Description of the school**

Kingsley is a large primary school with a Nursery. The proportion of pupils from minority ethnic backgrounds is above average. English is not the first language of a higher than usual proportion of pupils. The percentages of pupils eligible for free school meals, and those who arrive or leave the school other than at the usual times, are higher than average. The local authority Primary Hearing Centre is attached to the school. Many pupils come from backgrounds that are less favourable than usual. Attainment on entry is well below average. The school has received a Gold Artsmark Award and a National Association of Able Children in Education Award.

## **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 good school with some outstanding aspects. Pupils are exceptionally happy at school and achieve well, building on well below average standards when they start school. Standards are a little below average by the end of Year 6. A good start is made in the Foundation Stage and good progress continues through all years. Pupils with learning difficulties or disabilities and those who are new to learning English progress well due to the excellent range of support strategies the school has developed in partnership with external agencies. Pupils' test results at the age of eleven have improved over the past five years, at a greater rate than that found nationally, and the school has met appropriately challenging targets. Although science results are improving, they are significantly lower than in English and mathematics, and investigative work is underdeveloped. Considering the pupils' starting points, achievement in mathematics is very good. Personal development has a very high priority which results in pupils developing into mature, confident individuals. They appreciate the difference between right and wrong, and get on very well together whatever their background. They are safe and healthy and are very involved in the local and wider community.

Teaching is good. Relationships between teachers and pupils are very positive. In a small minority of lessons, the pace of work is not fast enough and time is not used well. In these lessons, pupils do not learn as much as they could. Literacy and numeracy development have a high priority and pupils have sound opportunities for developing skills in information and communication technology (ICT). Teachers care for pupils well, pastorally and academically. Their progress is tracked through the school, and information from assessment is used effectively to guide what should be taught next. The curriculum is well structured. Pupils gain substantial benefit from voluntary holiday-time tuition, intensive support in English and mathematics, and specialist help if they are considered gifted or/and talented. Extra-curricular clubs and activities, including breakfast and after-school care, residential visits and journeys, are popular and provide extremely enjoyable experiences.

The headteacher, supported by a deputy with complementary skills, provides authoritative and enthusiastic leadership. The school promotes equality of opportunity exceptionally well. Management is good. The quality of teaching and pupils' work are monitored well, but this has not yet removed some inconsistencies in a small minority of lessons. Pupils gain from the school's involvement in many initiatives, which add to available resources. Parents have exceptionally positive views about the school. They appreciate what it provides not only for their children, but for them, through family drop-in sessions for example. Good progress has already been made in the areas of concern identified at the time of the last inspection and the school has good capacity to improve further.

### What the school should do to improve further

- Ensure that all teaching makes the best use of time in lessons to challenge pupils to achieve as much as they can.

- Improve standards in science, particularly investigative work.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress overall and, by the end of Year 6, standards are just below the national average. Achievement is good because the school has in place, right from the start, measures that are carefully aimed at supporting pupils' improvement in their attitudes to learning, personal development and basic skills. Booster classes in English and mathematics, and teachers' careful tracking of pupils' progress, have improved standards in English, mathematics and science by the end of Year 6. Standards in science are still too low, however because pupils have too few opportunities to carry out investigative work. Pupils who speak English as an additional language, those who have learning difficulties and disabilities, and those who have joined the school later than usual, make good progress as a result of the wide-ranging individualised support they are all given. Pupils from the Primary Hearing Centre are integrated into school life extremely effectively and make as good progress as their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils greatly enjoy school and take a pride in it. They value the wide variety of their cultural backgrounds. Behaviour is good. A small minority misbehave occasionally. No pupils have been excluded over the past two years. Incidents of bullying are rare, and always dealt with effectively. Spiritual, moral and social development is good. Pupils' cultural development is excellent and extends across all school activities. In an excellent assembly, Year 6 pupils recounted events marking the end of slavery. Attendance is satisfactory and improving. Pupils' involvement in duties and the school council gives them the opportunity to show themselves to be responsible members of the school community. They are involved in the wider community through very successful charitable fundraising, for example funding freshwater wells in Africa. Pupils adopt healthy lifestyles and appreciate what healthy eating means. Their good progress in acquiring literacy and numeracy skills, and their self-confidence, prepare them well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers match work well to the pupils' extremely wide range of needs so pupils are appropriately challenged and progress well. Pupils, including those from the families of Travellers or refugees and those who join the school at other than the usual times, benefit from the many additional adults

who work alongside teachers in their classrooms or withdraw them for specialist support. Teachers assess pupils effectively and get to know them very well. During group work in particular, but also occasionally during whole-class teaching, the slow pace of work leads to a lack of challenge at times and not enough work is completed by pupils. Sometimes learning intentions are not made sufficiently clear to the pupils. Effective behaviour management techniques are applied consistently, which means that pupils know where they stand and believe the teachers to be fair.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. An outstanding range of activities is provided with a strong focus on the arts and meeting the needs of all pupils, including the most capable. An emphasis on physical education and healthy eating encourages pupils to develop healthy lifestyles. The curriculum provided for the many different groups of pupils at the school is very good. Enrichment activities include visits to places of interest, farms and museums, and celebrations of special events, such as Black History Month and Fair Trade Week. Residential visits by Year 2 and 6 further enrich their curriculum. The school also offers a wide range of lunchtime and after school clubs that a large number of pupils enjoy. Pupils commented, 'We like school because we have lots of fun activities.' Provision for ICT has improved greatly since the last inspection. It is now satisfactory but not yet utilised fully across the curriculum. The school has correctly identified investigative science as an area which would benefit from better planning in order to raise pupils' achievement.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for students are good. Health and safety policies and risk assessments are firmly in place. Child protection procedures are secure and understood; further work is in hand to make these as robust as possible. Very good systems are used to record older pupils' academic achievements in English and mathematics. Pupils have clear targets and know what they have to do to improve. Tracking procedures for science are not as well structured. Progress of various groups of pupils, such as those with learning difficulties and disabilities and those for whom English is an additional language, is also carefully tracked. The range of personal support for pupils is excellent. For example, teachers, learning and behaviour mentors, and external agency staff, work very closely with individual pupils and their parents, to help overcome personal and emotional problems. The school strenuously encourages parents to help their children attend regularly. The trained counsellors provide a very good service.

## **Leadership and management**

### **Grade: 2**

Leadership, management and governance are good. The headteacher's leadership is highly effective and the strong senior team are determined to secure the best possible education for pupils. The Foundation Stage is effectively led and managed. Good use is made of monitoring and evaluation findings, although some variation in the quality of teaching remains. The concise self-evaluation shows that leaders have good knowledge of the strengths and areas for further development. Very helpful links have been established with other schools and organizations. For example, Year 6 pupils visit a local independent secondary school for a whole week. The school's commitment to include all pupils in all activities is outstanding and enables pupils to achieve well. Resources are well used for the pupils' benefit, for example in providing staffing for 'Place 2 Be', where pupils receive emotional and behavioural support. Great importance is given to staff training and development. Governors provide good support and have developed their 'critical friend' role. They monitor and evaluate the work of the school but they do not yet visit the school regularly to obtain first hand information.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
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	2

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
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	2
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**

Thankyou for welcoming us to your school and being so friendly and helpful. We really enjoyed our visit, talking to several of you and seeing what was going on.

You go to a good school. Some things about it are really excellent. You particularly enjoy the clubs, and the interesting visits and school journeys. When you join the school many of you find the work difficult, but good teaching helps you all make good progress. It is because you try hard, listen to your teachers and behave well, that by the time you are eleven you achieve standards that are only a little below the national average. You do best in maths. You need to try harder in science and we have asked the teachers to give you more help in learning how to carry out investigations. You speak confidently, are polite and helpful, and get on very well together. You like taking on responsibilities and learn to live healthily and safely.

The school does the best it can to make every one of you feel welcome and valued, and to arrange for any support you might need. Staff look after you and check that you are making progress as you move through the school. Some provide special lessons in English and maths that help you to do better in your tests. You can even have extra lessons in the holidays to help boost your progress. In a few lessons, the pace of work is quite slow and so we have asked your teachers to make sure they always have high expectations of what you can do. Other staff help you behave well and are there whenever you need someone to talk to.

The headteacher is very good at her job and she gets lots of help from her deputy, other staff and the governors. All the staff are working hard to help you do as well as you can and enjoy your learning, making the school an even better place to be.

Best wishes,

Peter McGregor(Lead inspector)