



Kingsland CE(C) Primary School

Inspection Report

Unique Reference Number 133766
Local Authority Stoke-On-Trent
Inspection number 295825
Inspection dates 15–16 November 2006
Reporting inspector David Anstead HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Werrington Road
School category	Voluntary controlled		Bucknall
Age range of pupils	4–11		Stoke on Trent ST2 9AS
Gender of pupils	Mixed	Telephone number	01782 234430
Number on roll (school)	342	Fax number	01792 235586
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	David Lawrence
Date of previous school inspection	7 October 2005		

Age group 4–11	Inspection dates 15–16 November 2006	Inspection number 295825
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Kingsland Primary School is a 4 to 11 school of average size. The proportion of pupils eligible for free school meals is well above average. The proportion with learning difficulties and disabilities is above average. Pupils from minority ethnic backgrounds represent a much lower proportion than the national average. Pupil mobility is high. The school is based in premises shared by other family support services.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

At the time of the last inspection the school was judged to be failing to provide an acceptable standard of education and required special measures to help it improve. Since then the local authority has provided good extra support to the school. This has included the provision of a school improvement adviser, consultants and additional resources. The leadership of the school has responded well to the advice it has received and acted with urgency to address the inadequacies. There are clear indications that the school has substantially improved. Attendance is now good. Teaching and learning are now satisfactory with some good and some outstanding elements. Pupils enjoy school and feel safe there. They appreciate the new outside play areas. Relationships and attitudes to learning are good. Behaviour has improved and is now good. The school encourages pupils to be healthy. The school council meets regularly and has helped to improve the school environment. The headteacher has successfully built a staff team who have worked hard to remedy the school's deficiencies. Leadership and management are now good. The school now has the capacity to continue to improve itself without external support.

Whilst much has been achieved there is still much to do. Better teaching and learning is enabling pupils to make better progress in lessons but it is too early for this to have had an impact on standards. The national tests in 2006 show some improvement in the results but, considering pupils' starting points, achievement is still inadequate. Consequently the school is failing to prepare pupils adequately for their future economic well-being. The use of assessment is inconsistent so that in some lessons pupils do not have guidance on how to improve their work. Although improved, the school's overall effectiveness is still inadequate.

In accordance with Section 13(4) of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that this school no longer requires special measures. Nevertheless, in accordance with Section 13(3) of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and particularly that of the more able.

What the school should do to improve further

- Improve achievement and particularly that of the more able.
- Ensure all pupils have guidance on how to improve their work.

Achievement and standards

Grade: 4

Attainment on entry of those pupils who receive most of their compulsory schooling at the school varies between broadly average and below average. Standards at the

end of the Foundation Stage are broadly average to below average. The results of national tests show an improvement in standards from the previous year. By the end of Key Stage 1 standards in reading and mathematics are broadly average. Standards in writing remain exceptionally low. The school is aware of this and has introduced specific strategies to improve pupils' writing skills. The standards reached by pupils by the end of Key Stage 2 have improved but are still exceptionally low when compared to the national average. More able pupils have not reached the levels their prior attainment indicates that they are capable of achieving.

During the inspection pupils were seen in lessons to be making satisfactory or better progress. The new setting arrangements in Years 2 and 6 are enabling pupils to make good and sometimes outstanding progress. Pupils with learning difficulties and disabilities (LDD) receive good support in small groups withdrawn from normal lessons. They are now making good progress. The improving national test results show the progress made by pupils during Key Stage 2, although better, is still inadequate.

The school follows national guidance in setting targets derived from pupils' prior attainment. Targets are challenging. The school is predicting that standards will rise to be broadly average in the 2007 national tests.

Personal development and well-being

Grade: 2

Attendance rates continue to rise and the school has exceeded its government target. This good improvement has been brought about by the school's rigorous and effective response to any dips in attendance. The school works closely with the education welfare officer and parents when an individual pupil's level of absence becomes a concern. Behaviour at the time of the last inspection was judged to be satisfactory. It is now good. Teachers have high expectations of behaviour and pupils respond well to praise and rewards. Pupils enjoy school and have good attitudes to their work. Relationships between staff and pupils are good and pupils trust and respect their teachers. Spiritual, moral, social and cultural development is good. Good partnerships exist with the other family support services based on the same site.

Pupils' economic well-being remains inadequate because, although their literacy and numeracy skills are improving, standards, particularly in writing are not yet high enough. However other skills such as cooperation, which help pupils prepare for life beyond school, are good.

Quality of provision

Teaching and learning

Grade: 3

In lessons seen during the inspection, the judgements of inspectors closely matched those of the school, except that some of the teaching rated as good by the school, was actually outstanding. Over the past year the school has placed great emphasis on

developing a consistent approach to teaching. Teachers who have been in the school throughout this time have benefited considerably from the professional development and support provided by senior management. Since the last inspection there have been marked improvements in the quality of these teachers' lessons. In these lessons good planning ensures that work is broken up into small achievable steps. There is good pace and teachers have good subject knowledge. These teachers work closely with teaching assistants to motivate pupils and plan tasks which are well matched to the pupils' needs. Pupils make good progress in these lessons. Although these good improvements in teaching have taken place, there is still a substantial proportion of teaching that is still being developed to match the best practice. Hence teaching and learning are judged to be satisfactory overall.

Curriculum and other activities

Grade: 2

The school has used an increase in the total number of teachers and teaching assistants to enable it to introduce setting in Years 2 and 6 for literacy and numeracy lessons. This new arrangement is working well. It is well thought out and meets the needs of all pupils. It is contributing to the good progress pupils were observed to make in these lessons. Pupils with learning difficulties and disabilities receive extra support in small groups well taught by teaching assistants. The progress made by these pupils has sometimes been so good that it has resulted in them requiring less or no additional support. A programme of visitors such as the fire service, local church leaders and a bhangra dance specialist enrich the pupils' experiences. There is a satisfactory range of lunchtime and after school activities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Child protection and health and safety procedures are good and well managed. Good systems are in place for tracking the individual progress pupils are making. This enables the school to target extra support on those pupils who are not progressing as well as they should. In some lessons pupils receive good guidance on how well they are doing and how to improve their work. However, this is not the case in all lessons and overall the use of assessment is inconsistent. The school has plans to share amongst all teachers good practice in using assessment to provide pupils with guidance on how improve.

Leadership and management

Grade: 2

The headteacher and deputy headteacher provide strong and effective leadership. The work of the school has been accurately evaluated and good plans are in place which are bringing about improvement. Good professional development has improved teaching and learning so that, for the first time, two lessons have been judged to be of outstanding quality. Attendance has improved and is now above government

expectations. Behaviour and attitudes to learning have improved. There are early indications that achievement and standards are beginning to improve. Good and rapid progress has been made on addressing the priorities for improvement from the last monitoring visit. Procedures for safeguarding pupils meet government requirements. The governors have implemented good systems for monitoring the work of the school. Individual governors are now linked to specific aspects of the work of the school and have agreed a consistent format for reporting back to the full governing body. Accordingly, governors now have a good understanding of the school's strengths and weaknesses and are checking regularly on the progress it is making in dealing with aspects requiring improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
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	2
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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

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	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?	Yes

Text from letter to pupils explaining the findings of the inspection

Following our visit to inspect your school, I am writing to tell you about what we found. I would like to thank those of you we spoke to for the friendly welcome you gave us.

This is what is good about your school.

- You enjoy coming to school.
- Your attendance has improved and is now good.
- The new sets in Years 2 and 6 are helping you learn better.
- Your governors, headteacher and deputy headteacher are good at helping the school to get better.

This is what still needs to improve.

- Your results in the national tests.
- The help you get to improve your work.

You can help by following the guidance you are given on how to improve. Inspectors will visit the school again to check it is getting better.

I wish you every success in the future.