

Kingswood Primary School

Inspection report

Unique Reference Number	124937
Local Authority	Surrey
Inspection number	315092
Inspection date	30 September 2008
Reporting inspector	Selwyn Ward

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	193
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Haine
Headteacher	Mr Duncan Steele
Date of previous school inspection	8 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Buckland Road Lower Kingswood Tadworth KT20 7EA
Telephone number	01737 832135
Fax number	01737 830449

Age group	4–11
Inspection date	30 September 2008
Inspection number	315092

© Crown copyright 2008

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, who evaluated the overall effectiveness of the school and particularly investigated the provision for children in the Early Years Foundation Stage (EYFS), the impact of staff changes and gaps in leadership and management, and any barriers to pupils' progress. The inspectors met with pupils, some of the staff and governors. Parts of lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including its self-evaluation, was scrutinised. The inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This school is a little smaller than average. Most pupils are White British, with very small numbers coming from a range of other ethnic backgrounds. An average proportion of pupils have learning difficulties and/or disabilities. Kingswood is part of a 'loose federation' with a large cluster of local schools. There has been high staff turnover, and there are currently gaps in the school's management team, with, for example, no deputy headteacher in post. The headteacher joined the school in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Kingswood Primary provides a satisfactory education for its pupils. Pupils are enthusiastic and motivated so that they really enjoy their time at school. Activities such as the school's Africa Week, part of a project that involved exchange visits of staff with schools in Ghana, have stimulated pupils' interest in, and awareness of, the wider world community. They contribute to the school's good curriculum that captures the pupils' imagination. As a result, pupils throughout the school are keen to take part and to learn. Parents greatly appreciate this. As one wrote, 'My son has a hunger to learn because the school makes learning fun.' Another described how, 'My children are given the confidence to learn new things.' Where the school has been less successful is in capitalising on this enthusiasm so that pupils' academic progress matches their good personal development.

A key factor in pupils making only satisfactory progress and attaining average standards is the high staff turnover. Although this has been outside the school's direct control, shortcomings in induction arrangements for new staff have led to much inconsistent practice from class to class. There has been wide variation, for example, in the style and quality of marking. This has been quickly recognised by the new headteacher, who has already begun to establish a much more consistent approach. Although it is early in the term, there are signs that this is already beginning to have a positive impact in improving pupils' learning.

Teaching and learning are satisfactory. Teachers get on well with their pupils and are more routinely setting out clear learning objectives so that pupils now know what they are expected to learn. Effective use is made of teaching assistants, particularly to support those with learning difficulties and/or disabilities and others who need extra help with their learning. This enables these pupils to make similar progress to the others in the class. Teachers are increasingly asking pupils to signal whether they have understood, but opportunities are missed to involve pupils more fully in assessing and articulating what they have learnt. Consequently, this limits the information available to teachers to help them plan the next steps in pupils' learning and to set them carefully tailored individual targets. In the absence of this more detailed feedback from the pupils, teachers are not all routinely matching work closely enough to pupils' different abilities. This means that sometimes not enough is expected, particularly of more able pupils. Some parents share this concern. One voiced the worry that, 'My child is not challenged to further herself' and the fear that this means 'she will merely coast along'.

Pupils feel safe at school because they are well cared for. They have a keen understanding of the need for a healthy lifestyle and they enjoy the opportunities they have to take responsibilities as, for example, school councillors and playtime leaders. The progress they make in their key literacy and numeracy skills prepares pupils satisfactorily for the next stage of their education. There are good arrangements for pupils' welfare and pastoral care. Although academic guidance is satisfactory, not all pupils know their personal targets. Too few targets are specific enough to enable pupils to measure how well they are doing.

High staff turnover has taken its toll on leadership and management as well as on the teaching. In addition to the gaps in the senior management team, not all subjects have leaders in place to help monitor pupils' progress and steer subject development, although the school is in the process of allocating lead responsibilities. Governors are very supportive of the school, but they readily admit that Kingswood has further to go to provide a consistently good education for its pupils. Nevertheless, the new headteacher has made an impressive start that is already

showing its impact. Several parents comment on this. As one put it, 'Everyone is noticing huge changes for the better.' The headteacher's evaluation of the school's strengths and of the areas for improvement are sharply accurate. Improvements have already begun to iron out variations in practice, with, for example, a new consistently applied behaviour policy. Pupils all know and greatly appreciate the new system of rewards and sanctions. As a result, behaviour throughout the school is exemplary. Before taking up his post, the headteacher consulted pupils on what improvements they would like to see. Music was high up on the list, and already flute lessons have been added to the curriculum for all pupils in Year 5, with plans now well-established for starting new choirs, drawing on advice and expertise from another local school. It is swiftly implemented changes such as these, achieved in a very short space of time, that show the school's good capacity to improve despite the current gaps in the leadership team.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are helped to quickly settle into school routines. As a parent put it, 'The teaching and the support staff are very friendly and caring.' Although staff visit children's various pre-schools, the school holds full details of only a small minority of children's pre-school experiences and assessments. This means that staff have to find out for themselves what each child can do when they start school so that they can tailor provision for children's individual learning needs.

Most children join the Reception class with skills and understanding in line with expectations for their age. Children are happy and secure and benefit from trusting relationships with adults, who work effectively as a team. Consequently, most children make good progress by the end of the year to attain standards above those expected for their ages. Adults engage children in lively conversation to extend their speaking skills. Children's personal development is good. They develop good social skills and play together harmoniously. Children are taught how to look after themselves and are encouraged to use tools such as scissors independently and safely. Facilities are good, in an environment that provides a good stimulus to children's imagination and to their learning, and where progress is promoted through a good balance of child initiated and adult led activities. The outdoor area is well-organised and the curriculum is planned so that children have appropriate access. The headteacher has begun to monitor and evaluate provision well to identify strengths and areas for improvement. Children's emotional development has improved, for example, as a result of successful initiatives.

What the school should do to improve further

- Ensure better continuity whenever there is a change of teacher by making sure that all teachers benefit from clear induction and follow consistent practice.
- Involve pupils more in evaluating for themselves what they have learnt and make full use of this information to set sharply focused individual targets and to provide good challenge to pupils of all abilities, particularly the more able.
- Obtain fuller information on children's pre-school experiences to help them to get off to a faster start in their Reception Year.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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.

Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 October 2008

Dear Pupils

Inspection of Kingswood Primary School, Tadworth, KT20 7EA

Thank you for making us so welcome when we came to visit your school and especially to those of you who told us so much about all that goes on at Kingswood. The school provides you with a satisfactory education. It is particularly successful in the way it gives you lots of interesting and exciting things to do. The curriculum, with all the added clubs, visits and other activities on offer, is one of the key reasons why you are all so keen to learn. We were particularly impressed with how very well behaved you are and how attentive you are in lessons. Despite your enthusiasm, we found that the many changes of staff have disrupted your learning because each new teacher does things a little differently. We believe that among the improvements needed is a better introduction to Kingswood for new staff and arrangements to see to it that things are more consistent throughout the school. Your new headteacher has already begun this, and you and your parents have noticed some of these changes, such as the clear and consistent approach to dealing with behaviour.

Staff take good care of you and some, but not all of you, benefit from good guidance through marking. We were disappointed, however, that you do not all know your targets. We also found that some of your targets could be clearer so that you know when you have achieved them. We were pleased to see that you are now more involved in signalling to teachers whether you have met each lesson's 'learning objective'. We want teachers to give you more chance to explain exactly what you have learnt and what you are still unsure about. We have asked teachers to make use of this feedback from you to plan work that is more closely matched to your different abilities. At the moment, some of you are set work that is too easy for you. We have also asked the school to make sure that it gets more information on how each of the children in Chestnut class have done at their nurseries and playgroups so that they can be helped to build even faster on what they have learnt before.

Although some important posts at Kingswood are not currently filled, your new headteacher has made a great start in helping to make improvements. You can help too by continuing to work hard and do your best and by making sure you know your individual targets.

Yours sincerely,

Selwyn Ward

Lead Inspector