

Kings Road Primary School

Inspection report

Unique Reference Number	132165
Local Authority	ESSEX LA
Inspection number	315946
Inspection dates	23–24 January 2008
Reporting inspector	Stephen Walker

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	358
Appropriate authority	The governing body
Chair	Mrs Jill Smith-Hughes
Headteacher	Mr Phil Kyriacou
Date of previous school inspection	3 March 2003
School address	Kings Road Chelmsford Essex CM1 2BB
Telephone number	01245256074
Fax number	01245600062

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Kings Road Primary School is larger than many primary schools. It is situated north of the Chelmsford town centre in Essex. The socio-economic circumstances of the catchment area are mixed. The majority of pupils are from White British backgrounds with a small number from minority ethnic groups. Most pupils start at the school with levels of knowledge and understanding that are below those expected nationally. The proportion of pupils with learning difficulties and disabilities and the number of pupils known to be eligible for free school meals are higher than the national average. The school has gained the Healthy Schools Award and Active Sports Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Kings Road is a satisfactory school with some good features. It is undergoing a period of significant change that is supporting improvements in the achievement and personal development of the pupils. The headteacher provides committed and forward-looking leadership so that there is a clear vision for continuous improvement. The reputation of the school is growing in the area and parents speak highly of the school and the support for their children. One parent wrote, 'this a wonderful school with a very friendly feel and it is doing a great job with my children'. Parents praise the improved facilities in the school and the dedication of the teachers.

Pupils make satisfactory progress because they enter the school with below average attainment and leave with slightly below average standards. The high number of pupils who transfer to the school during the year influences patterns of achievement and standards on a year-by-year basis. Targeted support for pupils who require additional help and the emphasis on literacy development is raising standards across the school. The challenge is now to raise further the levels of attainment and rate of progress of all pupils particularly in English and mathematics. The high standard of pastoral care and guidance is greatly supporting the improvements in the school. The majority of pupils behave well and enjoy coming to school.

Teaching is satisfactory with some examples of good practice. There is a developing system for using assessment information to track pupils' progress in order to identify underachievement. However, target setting for individual pupils is not yet consistent across the school and pupils do not always know what they have to do to improve their work. In addition, teachers are not fully using assessment data in their teaching so that they can address more specifically the individual learning needs of pupils. The school recognises the need to develop further the overall quality of teaching and learning in order to increase the proportion of good lessons. There is a positive learning environment in the school and pupils want to do well. Curriculum provision is satisfactory with a clear framework although it is not yet fully impacting on raising standards across the school.

Self-evaluation is accurate and the headteacher and governors are aware of the school's areas for development. Overall leadership and management are satisfactory with some strengths. The leadership is introducing new systems into the school and these are beginning to improve the progress of the pupils. The school has good partnerships with the local community, external services and the secondary schools. The school gives satisfactory value for money and manages the budget creatively leading to impressive improvements in the physical environment. Kings Road School has good capacity to improve even further as it moves towards the next stage of its development.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children settle happily in the Reception class because the staff are welcoming and there is a high quality induction programme. Teaching is well organised and children are fully engaged in the activities. The curriculum is effectively planned to cover all areas of learning, with opportunities for imaginative and structured play. Children enjoy school and work sensibly together in groups and pairs. The carefully structured indoor curriculum meets their needs effectively and there are good opportunities for outside play.

However, adults do not always fully direct the outdoor learning enough. The good focus on basic skills helps most children to achieve well, although not all reach expected levels in the early learning goals by the end of Reception. There is good teamwork amongst the staff who work well with the children and the parents. Parents receive detailed records of their children's progress.

What the school should do to improve further

- Raise further the levels of attainment and rates of progress across the school particularly in English and mathematics.
- Develop the overall quality of teaching and learning in order to increase the proportion of good and outstanding lessons.
- Continue training in the use of assessment information to ensure it is always used effectively to plan work that fully meets the learning needs of each pupil.
- Provide pupils with clear and accurate guidance so they know exactly what they have to do to improve their work.

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.

Achievement and standards

Grade: 3

Pupils in Years 1 and 2 make satisfactory progress to reach below average standards. The school has been increasingly successful in improving the standards of writing through focused work on speaking and listening. Over the last three years, the Key Stage 2 results have been below the national average although there has been an improvement in pupil progress which is now satisfactory. Achievement in Key Stage 2 is slightly better than in Key Stage 1. The newly introduced tracking system identifies underachieving pupils who are then well supported by a range of intervention strategies, particularly in Key Stage 2. The more structured approach to writing is improving the standards of attainment. Evidence of pupils' work during the inspection demonstrates most classes are making at least satisfactory progress during the current year including good progress in mathematics and reading. Pupils from minority ethnic backgrounds make good progress. Nearly a third of pupils have learning difficulties and additional support ensures that they make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy school and are enthusiastic about their lessons. They generally behave well because there are clear boundaries and there is an emphasis on the core values within the code of conduct. Pupils increasingly adopt healthy lifestyles and take part in a wide range of sporting activities. Spiritual, moral and social development is good. The school recognizes that more needs to be done to address multi-cultural awareness among the pupils. The school council plays an active role in the life of the school. Senior pupils welcome opportunities for responsibility and organise play activities for the younger pupils through the Huff and Puff Club. Pupils are active in fund raising for charities such as the Asian Earthquake Appeal. They gain the basic skills needed for secondary school and acquire a good range of personal skills. They wear their uniform with pride and develop into positive and friendly individuals. Attendance continues to improve and there are good systems for monitoring absences.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with examples of good teaching. In the best lessons, teachers engage pupils in a variety of activities that are appropriate to their individual needs. Pupils clearly understand their tasks and make good progress. There is a positive atmosphere and pupils want to do well in their work. Parents appreciate the caring approach of classroom staff towards their children. High quality displays provide a stimulating learning environment. However, not all lessons are planned sufficiently well to fully address the individual learning needs of all pupils. As a result, in some lessons there is not enough challenge for the above average pupils. Marking does not always provide sufficient support for pupils in helping them to know what to do to improve. The school recognises the need to share good practice in order to increase the proportion of good and outstanding lessons. Teaching assistants support effectively those pupils who need extra help with their work.

Curriculum and other activities

Grade: 3

An appropriate curriculum framework uses a thematic approach to integrate subjects. Separate lessons in literacy, numeracy and information, communication and technology provide a sound basis for learning. The revised schemes of work are beginning to raise standards although this is at an early stage. Other subjects are increasingly supporting the development of the key skills. Some teachers modify the schemes of work so that the experience of the pupils is more enjoyable and exciting. Theme days such as the mini enterprise provide opportunities for cross-curricular work across the school. Trips out of school to places such as to Hedingham Castle enhance the learning opportunities for the pupils. The particularly strong emphasis on personal, social and health education makes a significant contribution to pupils' personal development and well-being. The visual and creative arts are valued and the singing by the pupils is a particular strength in the school. The breadth of extra-curricular provision particularly in sports supports pupils well and adds considerable enjoyment to their school experience.

Care, guidance and support

Grade: 3

Pastoral care, guidance and support are good. Robust systems are in place to ensure that pupils are safe and well looked after. The school works particularly closely with a number of external agencies in supporting those with behavioural, emotional and learning difficulties. There are numerous intervention programmes that provide very effective support for the academic and social development of the pupils. For example, The Girls Who Lunch Group provides advice for Year 6 girls in preparation for secondary school, while the Scallywags gain additional support with their learning. Parents greatly value the supportive and sensitive approach of the school.

The school collects a comprehensive range of assessment information and is increasingly using it to track pupils' progress and identify underachievement. Target setting on specific skills is relatively new in the school and is not yet consistent across the classes. While some pupils are clear about how well they are doing and what it is they need to do to improve their work, this is not so for all. The school informs parents about the progress of their children through regular learning conferences and reports.

Leadership and management

Grade: 3

Parents, teachers and governors respect and share the headteacher's focused approach and commitment to promote good standards of behaviour, enjoyment in learning, high levels of care and attainment for all pupils. The senior leadership team provides strong support for the improvements across the school. New systems are successfully improving pupils' attitudes to learning and starting to raise standards of achievement across the school. The school improvement plan provides detailed actions with clear monitoring arrangements. Subject leaders are taking a greater part in the planning, supporting and monitoring process. There is a good programme of professional development and opportunities for sharing of good practice. Governors are aware of the school's progress and areas for development. They are increasingly involved in whole school planning and monitoring progress although they do not have specific responsibilities for the whole school plan. The school has addressed all the issues in the last inspection.

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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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	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 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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.

Annex A

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	2
The effectiveness of the school's self-evaluation	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	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

Text from letter to pupils explaining the findings of the inspection

25 January 2008

Dear Pupils,

Kings Road Primary School, Chelmsford CM1 2BB

Thank you for making us so welcome and talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in the assemblies and during the playtime. Your singing of 'Haiya-a tomby-a' was brilliant. We know that your parents and carers are very pleased with the improvements in the school. This letter is to tell you what we think of your school.

These are some of the things your school does well.

- You try hard and enjoy learning about new things
- You feel safe and happy at school
- You behave well and take care of one another
- Your attendance at school is now much better
- The teachers and support staff care greatly for you
- There are many extra activities at the school
- The school is tidy and the classrooms are very attractive
- You are well prepared for secondary school
- The school is making good improvements
- You have a very good headteacher.

We have asked Mr. Kyriacou, the staff and the governors to do the following things to make the school even better.

- Help all the pupils to gain even better results in English and mathematics
- Encourage teachers to share their ideas so that all teaching and learning is very good
- Support teachers in using information about your progress so that they can support you in areas of work that you find difficult
- Make sure you know exactly what you have to do to improve your work.

Keep working hard and enjoying the many things you do at Kings Road Primary School. You are very lucky to be in such a caring school. We would like to wish you success in your future education.

With very best wishes,

Stephen Walker

Lead inspector