

Kingsley Primary School

Inspection report

Unique Reference Number	131925
Local Authority	Croydon
Inspection number	341250
Inspection dates	25–26 February 2010
Reporting inspector	Christopher Grove

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	653
Appropriate authority	The governing body
Chair	Ian Mills
Headteacher	Christine Heasman
Date of previous school inspection	26 February 2010
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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent about two thirds of inspection time looking at learning. They visited 27 lessons, observed 26 teachers, and looked at a small sample of pupils' work. Meetings were held with governors, staff and groups of pupils, including some members of the school council. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governors' meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 251 parents and carers and a sample of those completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness with which the school's leadership and management identifies weaknesses in pupils' outcomes and provision, and focuses on the priorities for improvement
- the extent to which teaching offers the challenge to ensure at least satisfactory achievement by all groups of pupils, especially in writing and mathematics
- the extent to which the school's care, guidance and support lead to good or better personal outcomes for pupils
- how well the school monitors and evaluates provision in the Early Years Foundation Stage in order to ensure good personal and academic outcomes.

Information about the school

Kingsley is a primary school that is much larger than average. A majority of pupils are from minority ethnic groups, and speak English as an additional language. Of these pupils, nearly a half are at an early stage of learning English. The number of pupils who are eligible for free school meals is much higher than average. The proportion of pupils with special educational needs and/or disabilities, principally behavioural, emotional and social, or speech, language and communication difficulties, is above average. The school also has a hearing impaired unit which provides for pupils across the borough. Pupil mobility is very high. The Early Years Foundation Stage provision consists of two Nursery classes and four Reception classes. The school is part of a Sports Partnership. Among the range of awards which the school holds are the Artsmark (Gold) and the award from the National Association for Able Children in Education. At the time of the inspection, the headteacher was on extended compassionate leave, and the deputy headteacher was acting as headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Kingsley Primary is a satisfactory school with many good features. The headteacher and deputy headteacher have developed a strong team spirit in the school. As a result, there is a very positive ethos and a sense of common purpose among the teaching and support staff. This was expressed well by a member of staff who wrote that 'the whole school works really hard together as a team with the children's best interests at heart'. Consequently, most pupils enjoy school, and their parents and carers agree. One happy parent could not 'think of a better school for my son to be at. They cater for his every need.' The pupils are also enthusiastic about the school. One felt that 'this is a great school and I enjoy being here'. Another wrote with good insight that 'the teachers really care about the children in my school'.

All respondents to the staff questionnaire, and most parents, think that the school is well led and managed, and inspectors agree. This is because of the confident style of leadership and the inclusive vision, which is widely shared. This leads to trusting relationships between pupils and school staff. The high quality of pastoral care is reflected in pupils' good personal development, and their strong feelings of being safe in school. Some pupils make positive contributions, for example through discussion with architects about improving the design of the school. However, wider opportunities for pupils to take on roles of responsibility are not as well developed as they could be.

Pupils' achievement is satisfactory. Their starting points on entry are often low. Pupils make good progress through the school. However, their attainment, especially in mathematics and writing, remains below average by the end of Year 6. One reason is the impact of the particularly high proportion of pupils who speak English as an additional language. A second reason is that the school experiences very high levels of pupil mobility. Pupils' good progress results from good teaching, together with a well-organised curriculum. However, the tasks that are set are sometimes not as well matched to the different groups as they could be. The use of assessment information to support learning is satisfactory. However, there is some inconsistency in the extent to which pupils receive appropriate guidance about improvement from teachers' marking and from target setting.

The school has developed a range of outstanding partnerships. These provide excellent curriculum support, for example through sports coaching. Partnerships also offer outstanding support for pupils' personal well-being, for instance through the Place2Be counselling service.

The strong team of senior and middle leaders work well together to evaluate pupils' outcomes and the quality of provision. The last inspection identified weaknesses in

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lesson pace and in investigative science, both of which show improvement. Tracking information is systematically gathered and analysed, leading to additional support for pupils where necessary. The school is self-critical and has developed a culture of high expectations. Very challenging targets for attainment and attendance are set, and are broadly met. In view of continuing strong leadership, and good self-evaluation and development planning, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise standards in all year groups through a focus on pupils' knowledge and skills in mathematics and writing by:
 - setting more consistently challenging tasks for all groups of pupils
 - improving the consistency of marking of pupils' written work, and the use of target-setting, in order to provide better feedback about improvement.
- Improve pupils' positive contributions to the school and to the community through the provision of more opportunities to take on roles of responsibility.

Outcomes for individuals and groups of pupils**3**

From low starting points, children progress well in the Early Years Foundation Stage, but enter Year 1 with well below average attainment. Across Years 1 to 6, pupils continue to make good progress. In a good lesson in science, for instance, the lively pace quickly involved pupils in discussing their reasoning about forces that push and pull. In an outstanding lesson in information and communication technology (ICT), well-chosen activities, and excellent involvement, developed pupils' confidence, vocabulary and understanding especially well. Learning seen during the inspection corroborates national data showing that all groups of pupils progress well, including boys and girls, and those who speak English as an additional language or who have special educational needs and/or disabilities. Although overall standards at the end of Year 6 remain below average, the leadership has evidence that those pupils with longer experience in the school reach broadly average standards. Achievement is satisfactory.

Most pupils feel safe from bullying because adults treat them fairly and handle concerns well. Pupils are well behaved in lessons and around the school. Because the school has a harmonious atmosphere, pupils learn respect for others' feelings. Participation in activities ranging from opera writing to learning about other cultures is high. Pupils understand the consequences of their actions, and cooperate well in their learning. Their spiritual, moral, social and cultural development is good. The high uptake of healthy school meals and the good participation in sports clubs demonstrate the adoption of healthy lifestyles.

School council members are keen to make positive contributions. Pupils are involved in fund raising for charities such as Nightwatch, and in local sporting, drama and dance events. They are proud of their school, but the opportunities to take on roles of responsibility within the school and beyond need further development. Levels of

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attendance have risen, and are broadly average because the number of persistent absentees has declined as a result of action by the school. Pupils benefit from opportunities to learn about being enterprising, notably through the micro-society project in Year 5, which is supported by the Croydon Education Business Partnership. Links with local business also support the school’s market garden project where pupils gain an understanding of issues of sustainability.

These are the grades for pupils’ outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The great majority of teaching is good, and some is outstanding. Teachers ensure that there are good opportunities for speaking and listening. Teaching assistants offer very good support to pupils with additional needs, including those with hearing impairments. In good teaching, the pace of learning is rapid and high expectations for pupils are set. Where teaching is less effective, teachers do not consistently set tasks that are well matched to the needs of different groups. This limits the extent of challenge. The use of questioning to assess pupils’ understanding is effective, but the marking of pupils’ work is too variable in quality, and the use of target-setting is not consistent. This means

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils sometimes lack feedback about what they need to do to improve their work and about the extent of their progress.

School staff are developing a well-organised curriculum to meet pupils’ needs. It contributes well to learning and to personal enjoyment, but is not yet fully embedded or evaluated for impact. Provision for English and mathematics includes additional support when weaknesses in learning are identified. The partnership with a local sports college provides specialist coaching. There is a strong focus on the arts, as evidenced by the award of Artsmark (Gold). A particular strength is that all Year 4 pupils learn a musical instrument. Enrichment is strong, and involves half-termly visits for all year groups. The extra-curricular provision is popular, with musical and sporting interests well represented and with other opportunities such as the Arabic Club. Participation rates are high.

School staff are deeply committed to the caring ethos. Pupils are never excluded. Vulnerable pupils are especially well supported by the special educational needs coordinator and the learning and behaviour mentors. Action to promote good attendance has reduced persistent absence. Transitions within school and to secondary schooling are well organised, but induction arrangements into the Nursery are satisfactory because home visits no longer take place.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Good senior leadership has empowered middle leaders. The leadership has developed an effective cycle of activities to evaluate outcomes and provision and to identify improvement priorities. This has resulted in teaching of good quality, leading to pupils’ good progress. The governing body has a clear understanding of the school’s strengths and weaknesses and of its strategic role. Most parents are happy with their child’s experience, and this attests to their good engagement with the school. The school’s inclusive approach shows the strong commitment to promoting equal opportunities. This has led to the good participation of vulnerable groups, but not yet to improved performance.

At the time of the inspection, systems and procedures met all the requirements for safeguarding. Child protection arrangements are rigorously undertaken. Where necessary, there is effective collaboration with outside agencies. The school has assessed its provision and has a good strategy to promote community cohesion. The school’s values, inclusive ethos, and close local links ensure effective contributions at

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school and local levels. Links with South Africa and with an American school support the development of pupils’ global perspectives. However, the school accepts that there is more to be done to foster a sense of cohesion at the national level.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The early engagement of staff with parents and carers ensures that children experience continuity between home and school. They quickly learn to enjoy each other’s company, and behave well. The concern of staff for children’s welfare contributes well to their personal development.

Children’s language and communication and early mathematical skills, in particular, are often not well developed when they enter the school. However, they achieve well as a result of good teaching and the good partnership with external agencies. They are keen to learn. Staff offer them a wide range of enjoyable opportunities, including play with art materials and construction activities, which sustain their interest. Children find that activities such as planting bulbs provide exciting experiences and are interested to observe what happens when water is added to dry compost. The curriculum is engaging for children. However, at the time of the inspection, the contribution of the outdoor area to learning was restricted by the incomplete renovation work, which limited access to some equipment.

Literacy is promoted well through phonics where children learn letter sounds. Good teaching results in improving confidence in this work. However, writing books show that most children in the Reception classes are still at an early stage of forming letters

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correctly. Furthermore, there are not always sufficient examples available to help children when they practise writing letters.

Lively discussions with teachers and support assistants encourage children to think for themselves and ask questions. For example, a Nursery teacher extended children’s language skills well when they were playing with a road and rail layout. Active participation ensures good learning. However, the learning objectives for play activities do not consistently show clarity of purpose. Planning does not always ensure that tasks are well matched to children’s different needs.

Children with special educational needs and/or disabilities have equal access to activities and use of equipment. Teaching assistants communicate well with those who are hearing impaired using British sign language, and this ensures good access to learning opportunities.

The leaders of the Early Years Foundation Stage and the Reception Year group show a strong commitment. Regular tracking ensures that gaps in children’s knowledge and skills are quickly identified, and appropriate activities are planned to meet these needs. Regular review meetings and monitoring of records of children’s work demonstrate good self-evaluation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers have positive views about Kingsley Primary. They feel well informed about their child’s progress, and think that their needs are met. Most believe that the school keeps their child safe, and that the school supports healthy lifestyles. Most parents and carers also think that their child is making enough progress at school. Inspectors judge that pupils make good progress.

A few parents and carers are concerned about behaviour, but the inspection finds this to be good and well managed. Most think that the school is well led and managed and that the quality of teaching is good. Inspectors agree that the school’s leadership and management, and the teaching, are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 251 completed questionnaires by the end of the on-site inspection. In total, there are 723 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	156	62	86	34	6	2	1	0
The school keeps my child safe	137	55	103	41	6	2	0	0
The school informs me about my child's progress	112	45	124	49	12	5	1	0
My child is making enough progress at this school	96	38	132	53	15	6	2	1
The teaching is good at this school	118	47	115	46	10	4	2	1
The school helps me to support my child's learning	111	44	115	46	17	7	1	0
The school helps my child to have a healthy lifestyle	87	35	143	57	9	4	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	30	133	53	10	4	7	3
The school meets my child's particular needs	83	33	137	55	14	6	1	0
The school deals effectively with unacceptable behaviour	94	37	115	46	18	7	4	2
The school takes account of my suggestions and concerns	76	30	133	53	19	8	3	1
The school is led and managed effectively	100	40	120	48	11	4	0	0
Overall, I am happy with my child's experience at this school	122	49	114	45	9	4	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 March 2010

Dear Pupils

Inspection of Kingsley Primary School, Croydon CR0 3JT

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at breaktimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire.

We think that Kingsley Primary is a satisfactory school with many good features. These are the positive things about your school.

- Your school has a very welcoming 'feel' and a very positive climate for learning.
- You really enjoy school, and behave well in lessons and around the school.
- The leaders of your school are good at their jobs and know how to improve it.
- All the adults take very good care of you.
- You feel really safe in school and know how to live in a healthy way.
- Your attainment in English and mathematics is below average at the end of Year 6, but your progress across the school is good.
- Most teaching is good, and you find the curriculum interesting.
- Your participation in the wide range of extra-curricular clubs is good.
- Your parents are very pleased with your experience at the school.

We have also asked your school to make some further improvements. This is what your school needs to do now:

- Raise your standards in mathematics and writing by always setting you work that is suitably challenging, and by marking and target-setting that help you to understand better what you should do to improve your work.
- Improve your contributions to the school and to the community by giving you more opportunities to take on various responsibilities.

You can help, too, by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector

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