

Kingsleigh Primary School

Hadow Road, Bournemouth, BH10 5HT

Inspection dates 16–17 December 2014

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other leaders, governors and staff ensure that teaching is good and pupils achieve well.
- Leaders and staff have created a positive and welcoming atmosphere where pupils learn and flourish.
- Pupils are enthusiastic learners and behave well in lessons and around the school.
- Pupils' spiritual, moral, social and cultural development is promoted well and they are well prepared for life in modern Britain.
- Highly effective procedures ensure that pupils are safe. Consequently, pupils feel very safe and very well looked after by staff.
- Staff know pupils well and give great emphasis to their happiness and well-being.
- Governors are effective. They are rigorous in their approach, providing both support and challenge to hold the school to account for its performance.
- Teaching successfully promotes pupils' good progress. Teachers' good relationships with pupils and their clear explanations and questioning contribute well to pupils' successful learning.
- Children in the Nursery and Reception classes have a good start to school. They make good progress and achieve well.
- Year 6 pupils show that they have made good progress from their low starting points.
- The school has the confidence of parents. Parents are right to hold positive views about the care and quality of education the school provides.

It is not yet an outstanding school because

- Teachers do not always fully challenge the most-able pupils, who occasionally are given work that is too easy.
- Pupils do not always act on teachers' comments in marking and improve their work.
- Children do not have enough opportunities to learn and explore in the Reception outside areas.
- Assessment of children's ability on entry to the Nursery and Reception classes is not rigorous enough.

Information about this inspection

- The inspectors observed teaching and learning in 28 lessons, of which one was observed jointly with the headteacher. In addition, the inspectors made a number of shorter visits to lessons.
- The inspectors held discussions with school leaders, staff, governors and representatives of the local authority.
- The inspectors observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the school.
- The views of 80 parents were analysed through the Parent View website. In addition, inspectors spoke with parents.
- The views expressed by the 59 staff who responded to the staff questionnaire were also considered.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Helen Hutchings

Additional Inspector

Jane Clarke

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- One pupil in five is disabled or has special educational needs. This is above the national average.
- One pupil in two is supported by the pupil premium, which provides additional funding for disadvantaged pupils. This is above the national average.
- About three quarters of the pupils are White British. Other pupils are from a range of heritages, including other White background, Bangladeshi, Chinese and African backgrounds. One pupil in 12 is learning English as an additional language. This is below average.
- The Early Years Foundation Stage consists of three full-time Reception classes and a Nursery class with morning and afternoon sessions.
- An increasing number of pupils join the school at times other than the start of the Nursery.
- The school has increased from a two-form entry to a four-form entry since the previous inspection.
- A large building project including new classrooms, resource areas and a hall has recently been completed.
- The school is part of a collaborative trust consisting of seven local primary schools, known as Septenary Trust.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Make teaching consistently outstanding to raise achievement further by:
 - ensuring that work is challenging in all classes to extend the learning of the most able
 - making sure that pupils respond to teachers' comments in marking and improve their work.
- In the Early Years Foundation Stage:
 - increase the range of activities in the outdoor area so that children have the opportunity to engage more effectively in planned learning, purposeful play and exploration outside the classroom
 - ensure that assessments of children's abilities on entry to Nursery and Reception are rigorous and checked very carefully.

Inspection judgements

The leadership and management are good

- Leaders are ambitious for the school and have a clear understanding of its strengths and areas that need to be improved. The headteacher has high expectations of pupils' progress and behaviour and this is communicated well to staff so that all work together to achieve these aims. The move into the new buildings has been well managed so that learning has not been disrupted.
 - The quality of teaching is monitored regularly. The school has put in place effective performance management systems. These are directly linked to the quality of teaching, pupils' progress and the national *Teachers' Standards*. Leaders and governors ensure that teachers' pay rises are directly dependent on pupils making good progress. Newly qualified teachers are well supported.
 - The headteacher has acted decisively to tackle some weaknesses in the teaching which led to underachievement in 2013. Achievement improved strongly in 2014.
 - There are rigorous checks on the progress of each pupil. Staff provide extra support where there are any concerns.
 - Additional money to improve pupils' participation and ability in sport has been used well. Teachers' confidence and skills in the teaching of physical education has improved. Pupils take a more active part in a wider range of sports during school time, in after-school clubs and in competitions between schools. Family learning events have improved attitudes toward health and fitness.
 - Pupil premium funding is used to good effect to support the large number of disadvantaged pupils. As a result, they make good progress during their time at the school.
 - Pupils' spiritual, moral, social and cultural development is a strength of the school. It is embedded in the school's values, beliefs and subjects taught so that tolerance and other British values are promoted well. Assemblies and displays around the school provide opportunities for pupils to reflect on and consider important values.
 - The curriculum is organised around various themes which provides good opportunities for promoting pupils' reading, writing and mathematical skills. It is enriched through a range of educational visits, inviting visitors into the school and getting pupils involved in activities beyond the school, for example by producing a video and writing about a captive elephant. The school further enhances pupils' experiences by providing art weeks, themed days, residential visits and a high number of clubs. Events such as concerts and strong links with the local area develop the community aspects of the school well. During the inspection, many parents came to see the school's Christmas productions.
 - There is strong emphasis on valuing others and their cultures so that pupils are well prepared for life in modern Britain. This ensures that good relationships are promoted successfully. The school also ensures equality of opportunity and that there is no discrimination.
 - The school's child protection and safeguarding systems are effective and meet all statutory requirements. There are robust systems for checking pupils' attendance closely and providing extra help to those pupils who may need it.
 - The school has clear guidelines for behaviour. The school works well with parents to ensure that these are consistently enforced. Consequently, pupils' behaviour is good.
 - The correct priorities for improvement have been identified in the school development plan and there is clear information about what actions are being taken to ensure that improvements are being made. Progress towards achieving objectives is regularly checked by leaders and governors. Leaders' effective response to issues identified in the previous inspection report and the improvements in teaching show their capacity for further improvement.
 - Middle leaders in charge of year groups have developed their role strongly since the previous inspection. They have a good knowledge of the strengths and weaknesses of their areas, the progress of pupils and the quality of teaching.
 - The school works well with a group of local schools. Together, they check the accuracy of teachers' assessments of pupils' work, and combine for teacher training and assessments for the new curriculum.
 - The local authority gives good support to the school through regular visits and support for developing the skills of new middle leaders and governors. It also helps to confirm the accuracy of the school's own view of its effectiveness.
- **The governance of the school:**
- Governors combine analytical skills with seasoned experience. The governing body has a clear understanding of the school's strengths and areas for development. In striving for improvement it has

identified the right priorities. Together with school leaders, governors are actively involved in the future planning of the school.

- The governing body supports the school well, but provides constructive challenge in order to hold leaders to account for the school's performance. Governors are competent in their analysis and interpretation of data on progress and attainment so are able to direct informed questions on the school's performance to the headteacher and other leaders.
- The governors know what the quality of teaching is across the school. They make sure that staff promotion and salary increases reflect the progress that pupils make. As a result, arrangements for performance management have a positive impact on teaching.
- Governors check that the pupil premium is used effectively. They question leaders closely to confirm its impact on the achievement of disadvantaged pupils.
- They are particularly vigilant in ensuring the school is preparing all pupils well for life in modern Britain.
- Governors ensure that all safeguarding procedures meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In almost all lessons, pupils concentrate well, showing positive attitudes and a readiness to learn. Most pupils, staff and parents feel that behaviour is good in school. Pupils' positive behaviour in lessons and around the school helps them to learn well and develop a sense of responsibility.
- All parents who completed the online survey stated that the school makes sure that pupils are well behaved. Inspection findings confirmed parents' positive views, while the school's own records show that behaviour is typically good.
- Pupils enjoy taking responsibilities. Roles such as house captains, prefects, peer mediators and school councillors have a good effect on their personal development. Pupils understand their rights and responsibilities well. They rightly believe that leaders including governors listen to their views.
- Pupils new to the school are quickly integrated into the life of the school and community. Provision for pupils' welfare, including their personal, social and emotional development, is a strength of the school.
- Pupils show a keen interest in their learning and participate well in the activities provided. They talk enthusiastically about the school's wide range of clubs and visits. Just occasionally, pupils' attitudes to learning and their behaviour are less positive when the teaching does not fully engage and challenge them.
- The school is highly inclusive. A parent said, 'Staff do their utmost to support pupils.' For example, the school manages very well the challenging behaviours of a few pupils with behavioural difficulties. The pupils benefit from individual attention and support so that their behaviour improves as they move through the school. Strong links with other educational and health professionals ensure timely additional support for pupils and their families.
- The attendance of pupils is average. It is improving because it is well monitored and any absences are followed up quickly.

Safety

- The school's work to keep pupils safe and secure is good. The headteacher provides strong leadership on safeguarding matters. He and the staff take every step possible to ensure that all pupils, particularly the most vulnerable, are very well cared for and protected. Case studies of the care and support for individual pupils provide powerful evidence of the school's effectiveness in safeguarding pupils.
- The many parents who completed the Parent View survey are confident that their children are happy at school and feel safe. Parents' very positive views reflect those expressed by the pupils themselves, and were confirmed by inspection findings.
- Discussions with pupils revealed that they have a clear understanding of bullying and its different forms, including cyber-bullying and persistent name-calling. Pupils stated that there was very little bullying in their school. They were equally confident that should any bullying occur, it would be quickly sorted out by staff.
- The robust systems for checking and recording safety matters ensure that any concerns are swiftly dealt with and important points are not missed. All staff are rigorously checked prior to their appointment. Staff and governors are highly vigilant in carrying out regular risk assessments and make sure that the school is

a very safe place for pupils to be. Leaders ensure that access to the school is secure.

- Pupils demonstrate how to keep themselves safe at school, at home and in the local community. They have a thorough understanding of internet safety.

The quality of teaching

is good

- Pupils' books and rates of progress show that teaching is typically good over time. Teachers have good subject knowledge and expertise. They use these effectively to provide a wide range of activities that promote pupils' literacy, reading and numeracy skills well.
- Staff have established a calm and orderly learning environment which helps pupils to make good progress. Displays are used well to celebrate pupils' work and to support or extend learning.
- Teachers plan activities which develop skills rapidly and ask probing questions to make pupils think carefully. This helps pupils to learn well because they are able to share and develop their ideas. For example, in Year 2 English, pupils were confident to complete 'text maps' following the teacher's introduction of the story 'Elf For A Day'. The vocabulary and the structure allowed all groups to be successful in their writing.
- Staff use the rewards system well to ensure that pupils take pride in their achievement and behaviour. In most lessons, teachers set work which demands much of all groups of pupils. As a result, almost all pupils are well challenged, sustain interest and make good progress in gaining knowledge and in deepening their understanding. In a few cases, the work set is not sufficiently challenging for the most able. When this happens, the most able do not learn as well as they should because they find the work too easy.
- Teaching assistants make a very positive contribution to the learning of pupils of all abilities. They are highly skilled and complement the work of the teachers. They receive training in a range of support programmes that enable the pupils they work with to make good progress.
- The new curriculum and topics, such as the Vikings, are providing an interesting range of opportunities for pupils to practise and develop their writing. First-hand experiences, vocabulary and 'text maps' give pupils the structure before writing. Pupils receive good guidance and demonstration from staff in writing. The recent emphasis on talk before writing and more relevant reasons for writing are all improving pupils' standards in writing.
- The teaching of reading skills, including phonics (sounds and corresponding letters), has strengthened. This improved practice has a positive impact on pupils' progress in reading throughout the school. Reading is further promoted through 'extreme reading', which encourages pupils to take pictures of themselves reading in unusual places.
- Mathematics is taught well and enables pupils to advance their skills and confidence in the subject. The additional challenge and group work for the most-able pupils ensure that they make rapid progress to reach the highest levels.
- Scrutiny of pupils' work shows that teachers' marking of pupils' work has improved over time. Where written comments recognise success and provide guidance for pupils on how they can improve their work, marking moves pupils on in their learning. However, the marking is not always as effective because pupils do not routinely respond to the advice they are given and improve their work.
- Pupils needing extra help, such as disabled pupils, those who have special educational needs and those who are learning English as an additional language, are given well-targeted support outside the classroom so that they can catch up with their classmates. They make good progress in these sessions.
- Homework is used in all year groups to encourage pupils to practise basic skills. It also challenges them to prepare for future learning by researching the topic or a specific issue.

The achievement of pupils

is good

- Achievements in 2014 at the end of Reception and in Years 2 and 6 show an improving picture. Although attainment at the end of Year 6 has risen to its highest level for five years, it is still below national levels. A higher percentage of pupils reached the higher Level 5 in writing and mathematics than in 2013. Although attainment rose at the end of Year 2, results were below national levels. However, pupils' progress from their starting points at the end of Reception showed that they had made good progress across Years 1 and 2.
- Rapid progress in reading, writing and mathematics in 2014 has resulted in improved standards in all classes. Evidence seen in books during the inspection shows that this trend is continuing.
- Most children join the Reception class with knowledge and skills with low levels of skills, particularly in language and personal skills. In 2013 and 2014 most children started school at a very low level of

development. Children settle quickly and form good relationships with their classmates and adults. All children make good progress from their starting points. In 2014, over two thirds of them achieved a good level of development by the end of the year. This means that they were well prepared for their learning in Year 1.

- All groups of pupils, including those from minority ethnic groups and those learning English as an additional language, learn well. The vast majority of pupils make good progress throughout Key Stages 1 and 2. Pupils who join the school at times other than at the beginning of the Early Years Foundation Stage make similar progress to their classmates, but often do not reach similar standards because their starting points are lower.
- The most-able pupils achieve well overall and make good progress. However, there are occasions in some classes where the work set for the most able is not demanding enough to ensure that they make more rapid progress.
- Pupils' progress in writing, although now good, is not as strong as in mathematics and reading. This is because pupils do not always use the knowledge they have of spelling, phonics and punctuation in their work. At times, work is not presented well enough. Observations during inspection show that the school's strategies of more-focused grammar lessons and opportunities to write at length have improved standards rapidly, particularly in Years 1 and 2.
- Although most pupils show a good knowledge of phonics in discussion and when reading to inspectors, they did not achieve as well as pupils nationally in the Year 1 phonics check in 2014. Pupils currently in Year 1 show a good knowledge of phonics.
- Pupils talk with great enthusiasm about reading. They understand their reading and know how to use books and the internet to find information. Guided reading groups focus on stretching pupils' ability to understand text through teachers' challenging questions. Standards of reading are improving throughout the school. Pupils who do not read regularly outside school are supported well.
- Disabled pupils and those who have special educational needs make good progress because work in lessons and results from assessments are used to check on how well they are learning and to adapt their tasks whenever necessary.
- Disadvantaged pupils make good progress in their learning. At the end of Year 6 in 2014, the gap between the attainment of disadvantaged pupils and their classmates in the school was equivalent to one term behind in mathematics and half a term behind in reading and writing. They were one and a half terms behind pupils nationally in mathematics and writing and two terms behind in reading. Their progress was above that of others pupils in the school in reading and writing, and the same in mathematics. Over the last three years, the gap in attainment between disadvantaged pupils and others has been narrowing. The school is working to close the remaining gaps in attainment for pupils currently in the school.

The early years provision

is good

- When children first start at the school, they start with a low level of knowledge and skills. They make good progress across the Nursery and Reception years.
- In 2013, fewer children reached typical levels in reading, writing and mathematics than was the case nationally. By contrast, in 2014, the proportion of children reaching a good level of development was similar to national figures. Progress in their personal and social skills, expressive arts and their skills in listening and understanding was particularly good.
- Children's more rapid progress reflects the good quality of the teaching and the school's positive ethos. Teachers are skilled at creating strong working relationships with the children. They have high expectations, and offer children good levels of challenge, resulting in successful learning. Teachers deploy the assistants well so that they effectively support the learning of different groups.
- The teaching of phonics (letters and the sounds that they make) is effective, and includes good use of the terms to describe sounds, linked to the actions associated with them.
- The improved progress and higher attainment by the end of the Early Years Foundation Stage indicate that children are increasingly well prepared for entry to Year 1.
- Children settle quickly into school life. The ethos in the Nursery and Reception classes encourages children's active involvement. This is one reason why their behaviour is good. Teachers also encourage children to understand right from wrong, and to show respect towards adults and other children.
- Children feel safe and secure both in the outdoor space and in the classroom. However, the outside area is not always used effectively to extend children's learning.

- There is good leadership of the early years. The leader promotes effective planning which ensures a good balance of activities led by adults and opportunities for children to take responsibility for their own learning. However, assessments on entry are not always robust enough to ensure that they give an accurate picture of children’s abilities.
- Staff work well with parents. They find imaginative ways of making contact with parents who may be hard to reach and run workshops which help parents to support their children’s learning at home.
- Leaders ensure that statutory safeguarding arrangements are fully effective.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133963
Local authority	Bournemouth
Inspection number	449051

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 of pupils on the school roll	512
Appropriate authority	The governing body
Chair	Julia Glassborow
Headteacher	Richard Gower
Date of previous school inspection	17–18 October 2012
Telephone number	01202528893
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