

Kingslea Primary School

Kings Road, Horsham, West Sussex, RH13 5PS

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Children enter Reception with levels of skill that are significantly lower than expected for their age, and by the time they leave school most pupils have reached average standards in English and mathematics.
- Teaching is good and sometimes outstanding. As a result, almost all pupils in lessons are fully engaged in learning and make good progress in reading, writing and mathematics.
- Pupils have exceptionally good attitudes to learning. Their behaviour in lessons and around the school is excellent.
- The arrangements for children moving from Reception to Year 1 are good and enable them to settle quickly and make rapid progress.
- The school's senior leaders and governors are highly focused on improving the school, especially pupils' achievement. They have improved the quality of teaching since the last inspection.
- The provision for more-able pupils in Key Stage 2 is good, especially in mathematics, and as a result they achieve high levels in national tests in both English and mathematics.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough.
- Teachers do not always ensure pupils understand what their targets for improvement are, and what they must do next to reach a higher level.

Information about this inspection

- Inspectors observed 19 lessons.
- Inspectors talked with pupils, looked at samples of their work, and listened to three groups of pupils read.
- Meetings were held with teachers, a group of governors, and with the school's senior leaders. Inspectors met a representative of the local authority to discuss the extent and impact of the support provided to the school.
- In planning the inspection, inspectors took account of the 114 responses to the on-line questionnaire (Parent View), views expressed by parents in a letter to inspectors, the views of 28 parents and carers who spoke to inspectors during the inspection, and 28 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at many documents including the school's self-evaluation, the school's development plan, performance management documentation, minutes of governing body meetings, planning documents, monitoring and assessment information, school policies and records relating to attendance, behaviour and safety.

Inspection team

John Collins, Lead inspector	Additional Inspector
Howard Jones	Additional Inspector
Marilyn Penman	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- There are after-school clubs managed by the governing body.
- The Early Years Foundation Stage has two Reception classes.
- The proportion of pupils from ethnic backgrounds other than White British is well below the national average.
- Slightly fewer pupils than the national average speak English as an additional language. A few are at the early stages of learning English, or have no understanding of English, when they enter the school.
- A high number of pupils join the school part way through their primary education, sometimes with no previous schooling.
- Fewer than one in 10 of pupils is eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families; this is well below the national average.
- The proportion of pupils with special educational needs supported through school action is above average. However, for those at school action plus, or with a statement of special educational needs, it is below average. There has been a recent influx of children with special educational needs; four of these have statements of special educational needs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has National Healthy School Status and a number of other awards including an Activemark, an Artsmark, an Eco-Schools Award, and an International School (Intermediate) Award.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - all pupils know what they have to do to achieve the targets set for them
 - teachers' feedback to pupils gives them clear guidance on how they can improve their work
 - providing more opportunities for pupils to discuss the assessment of their work with other pupils
 - ensuring that all pupils know and understand the levels they are working at and how to get to the next level.

Inspection judgements

The achievement of pupils

is good

- Children enter the school with levels of skill that are much lower than expected for their age and they make good progress across all areas of learning. In the Early Years Foundation Stage, they settle well into classroom routines and are happy to learn. By the time they leave Reception, they can read and write simple words and short sentences, count accurately to 10 and back, and place numbers in the correct order.
- Building on this good start, most pupils, including those from minority ethnic backgrounds, continue to make good progress through the school. Pupils' attainment at the end of Year 6 is broadly average, although it was above average for all subjects in 2011 and, in 2012, the proportion of pupils achieving the highest levels in English and mathematics was also above average. Overall, school information and inspection evidence confirm that the current achievement of pupils is good.
- The school tracks the progress of its pupils closely and provides additional support if they fall behind. At the end of Year 6 in the 2012 national tests and assessment, pupils supported by pupil premium were some 12 months behind their classmates in both English and mathematics. School records for pupils currently eligible for the pupil premium show that the gap in achievement between these and other pupils is closing rapidly in both English and mathematics. Most eligible pupils have made at least three terms' progress in less than two terms as a result of well-planned, effective teaching.
- Almost all pupils enjoy reading and read widely for pleasure. Their reading scores indicate strong progress, in part due to the new emphasis given to the teaching of reading with measures such as one-to-one tuition and small-group support for those who have fallen behind. The World Book Day, which took place during the inspection, captured the imagination of the pupils. Many pupils, and their teachers, dressed as the characters in their favourite book. One Year 1 girl, when asked why she had dressed as Sleeping Beauty, replied, 'Because I liked the story so much.'
- Pupils' writing is weaker than their reading, although most pupils are writing at the level expected for their age. In mathematics, the progress of most pupils, although good, is slower than in English.
- The progress of disabled pupils, those with special educational needs, and high attainers is good. This is because of the focused attention they receive.
- Pupils who join the school later in the school year, and those who are at an early stage of learning English, are provided with good support enabling them to settle and achieve well.

The quality of teaching

is good

- Regular monitoring and support for teachers have significantly improved the quality of teaching since the last inspection.
- Teaching is mostly lively and demanding, and captures the interest of pupils. Pupils enjoy their lessons and say that they learn a lot. Parents and pupils agree that teaching is good.
- In a few lessons, particularly in Key Stage 1, the work set is not sufficiently challenging to interest some more-able pupils. When this happens, pupils lose interest and do not learn as well as they should.
- Teachers skilfully weave the importance of healthy eating and being active into their teaching of science and physical education. They use real life examples frequently to enliven topics. For example, teachers incorporate what pupils have learnt about the Amazon rainforests in their artwork, encourage pupils to write about the Arctic in English, and draw temperature graphs comparing Brazil with England in mathematics.
- Pupils enjoy their numeracy lessons and are developing the ability to make simple calculations quickly and accurately in their heads. In a Year 6 lesson, pupils were seen to calculate 3×0.0006 correctly. One boy explained, 'I know 3×6 is 18 and there are four places of decimals so

the answer must be 0.0018.'

- Teachers mark regularly and accurately. However, although their written comments are supportive, they do not always show pupils what to do next to improve their work and how to do it. There are missed opportunities for pupils to discuss with their peers how they might improve their work.
- Teachers work closely with teaching assistants, for example by discussing lesson plans in advance of lessons. As a result, support for pupils' learning is mostly very effective.
- The teaching of disabled pupils and those with special educational needs is supported very effectively by both teachers and teaching assistants. As a result, most of these pupils make good progress. Some pupils, receiving one-to-one tuition for reading, have made one year's progress in six months.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is excellent; parents agree that behaviour is good. This is because pupils feel well cared for, are taught well, and the behaviour policy is applied consistently throughout the school. Pupils have exceptionally positive attitudes to learning.
- Pupils are well mannered and respectful of each other's feelings, ideas, and religious beliefs. One girl in Year 5, appraising a classmate's artwork to the class, said she liked it very much because she could see that although she had made mistakes she carried on and finished it well.
- Pupils of all ages related well to the inspectors and answered their questions with confidence. They engaged the inspectors in interesting, thoughtful conversations and demonstrated good listening skills. One Year 3 pupil had a specific interest in sharks and was keen to explain why they have to keep moving or they will drown. His enthusiasm and knowledge engaged the interest of other pupils.
- Attendance is high compared with other primary schools and almost all pupils arrive on time. Pupils enjoy being in school and are proud to be there.
- Pupils of all ages know how to keep safe. They understand the meaning of bullying and the different forms it can take, such as name calling and internet bullying. They say bullying at the school is unusual but that the staff deal with it quickly and effectively.

The leadership and management are good

- The school's senior leaders are very focused on continuous school improvement, especially in relation to pupils' achievement. They constantly monitor the progress of all groups of pupils and ensure that when pupils fall behind their needs are swiftly met. This has resulted in all groups of pupils making good progress and some making exceptionally good progress.
- The school's own evaluation of how well it is doing is accurate and has clearly identified its strengths and weaknesses. The governing body takes an active role in this and is strongly supportive of measures taken for improvement. For example, governors' recognition of some pupils' under attainment helped spur determined efforts that have much improved the quality of teaching and levels of attainment since the last inspection. Regular checks on how well pupils are being taught and additional training for teachers are closely linked to this.
- The school's values are clear, strongly supported by the governing body, and well known by staff and pupils. The school works hard to foster good relationships with parents and the local community. Discrimination of any kind is not tolerated and the school is committed to providing equal opportunities for all its pupils.
- A broad range of subjects and experiences that have relevance to pupils' lives is provided. Pupils have many opportunities to find out things for themselves and this motivates the pupils to learn. As a result, pupils are making increasingly good progress in most subjects. Well-attended clubs, such as sports, drama, choir, and music, enrich their learning both before and after school. A

mathematics club provides extension work for those who have special abilities in mathematics.

- The school works closely with a local secondary teaching school graded outstanding by Ofsted and this has numerous benefits. For example, it eases pupils' transfer to secondary education and enables the schools to work together on international projects.

- The local authority has confidence in Kingslea and provides appropriately light touch support.

■ **The governance of the school:**

- Most governors have had training to help them carry out their role effectively; training for new governors has been arranged. As a result, governors are now confident to play a strong part in planning for improvement. For example, they help the senior team write policies and the school development plan and know the school's strengths and weaknesses. They know how the school compares with similar schools and are able to hold the school to account very effectively. Records of salary increases and promotion for the past three years show that governors do not permit unjustified increases in staff salaries or promotion; they use safe recruiting procedures and understand the quality of teaching. They release funds wisely to appoint and promote staff and to purchase resources to improve pupils' attainment. Governors properly monitor the use of funds and give appropriate emphasis to keeping pupils safe and improving their achievement. They have a detailed understanding of how the pupil premium funding is spent and how it improves the progress of this group. The governing body meets all its statutory requirements and has good capacity to secure further school improvement.
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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	134776
Local authority	West Sussex
Inspection number	406569

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	409
Appropriate authority	The governing body
Chair	Mrs Pat Rutherford
Headteacher	Mr Nigel Goodall
Date of previous school inspection	9-10 Feb 2011
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