

# Kingsfleet Primary School

Ferry Road, Felixstowe, IP11 9LY

**Inspection dates** 12–13 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is good school.

- School leaders work diligently to make sure high quality teaching and learning is at the heart of everything the school does. As a result, pupils' achievement is good.
- Pupils make good progress in their literacy and numeracy skills because teachers and their assistants work well together to provide engaging activities that motivate them.
- Pupils from different groups make good progress because their learning experiences are positive. This includes disabled pupils, those with special educational needs, those eligible for the pupil premium and pupils who speak English as an additional language.
- Leaders responsible for subjects make sure that all teachers plan and deliver lessons that result in good progress being made.
- Pupils say they feel safe and enjoy coming to school. They behave well at all times in lessons and around the school.
- Parents speak highly of the school and are pleased with the way the school keeps their children safe and happy.
- Governors ensure resources are allocated efficiently so that pupil premium funding has a positive impact on the achievement of the eligible pupils.

### It is not yet an outstanding school because

- The progress of pupils is not consistently rapid in the school as not enough teaching is yet outstanding.
- High levels currently attained by the most-able pupils have not yet been sustained over a sufficient period of time.
- Teachers do not always make sure that pupils make improvements to their work following teacher feedback and marking.

## Information about this inspection

- Inspectors visited 31 lessons, 16 of which were joint visits with the headteacher and the deputy headteacher.
- Inspectors listened to pupils read and talked to pupils around the school, in the lunch hall and at playtime.
- Meetings were held with a group of pupils, school leaders, subject leaders, and the Chair of the Governing Body. A phone call conversation took place with a representative from the local authority.
- Inspectors took account of the 39 responses to Ofsted’s Parent View online questionnaire and comments from parent surveys carried out by the school. Members of the inspection team also spoke to parents as they brought their children to school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, information on pupils’ current progress, pupils’ written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

## Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Stephen Johnson

Additional Inspector

## Full report

### Information about this school

- This school is a smaller than average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is similar to the national average. This is additional government funding for pupils known to be entitled to free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below the national average.
- The number of pupils from minority ethnic backgrounds and the number of those who speak English as an additional language is lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further accelerate pupils' progress in all lessons by making sure that:
  - pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults
  - more of the most-able pupils consistently learn at a rapid pace in all lessons through tasks which stretch all of them to persevere and do their very best.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good because all groups of pupils make good progress in reading, writing and mathematics, given their starting points.
- By the end of Key Stage 1, standards are above average in reading, writing and mathematics. By the end of Key Stage 2, the standards attained by pupils are in line with national levels, and above national levels in reading.
- Pupils eligible for additional funding attain higher standards in reading, writing and mathematics than their classmates and their peers nationally. This is because activities are well matched to pupils' specific needs through careful use of resources.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make good progress from their low starting points. This is as a result of well-planned activities to accelerate their skills in language and mathematics.
- Test results in 2013 also show that most able pupils achieved high standards in reading compared to their peers nationally. They did not achieve high enough standards in writing and maths compared to their peers nationally. However, as a result of the school's work, current data confirms that more, but not yet all, of the most-able pupils are now working at higher levels in all subjects.
- Pupils enjoy reading and are confident readers. Older pupils listen to younger pupils read as part of their support for each other. This raises the level of importance for reading across the school.
- Children join the school in Reception Year, with skills and knowledge that are well below the levels expected for their age. By the end of the Early Years Foundation Stage, children make good progress from their starting points. Because starting points for this group were low, the most recent national phonics (the sounds that letters make) check at the end of Year 1 showed that pupils' reading skills were below the national average. School information on pupils' levels currently indicate that they are making rapid progress and working at levels that are higher than expected for that age group.
- The school is inclusive and enables all staff and pupils to excel because it maintains high expectations for equal opportunities.

### The quality of teaching is good

- The quality of teaching is good because teachers provide pupils with positive opportunities for learning and deepening their knowledge. As a result, pupils are happy to come to school and excited about learning.
- Pupils rapidly develop their skills in reading and writing. Their teachers plan and deliver challenging lessons that encourage pupils to think and work hard. For example, in a Year 6 literacy lesson, pupils were given a task to write a '100 word challenge in 15 minutes'. They supported each other with ideas and were keen to beat the clock.

- Pupils develop their skills in mathematics because teachers and classroom assistants develop their thinking skills. In a Year 5 lesson on fractions, pupils demonstrated their skills to problem solve through peer discussions.
- All groups of pupils including those who are disabled and have special educational needs experience consistently good learning activities. These activities are planned to meet their specific needs and to engage pupils who enjoy developing different skills. For example, pupils enjoyed and deepened their knowledge through the excavation project that was taking place on the school site. Inspectors observed their surprise and excitement at finding objects that were buried.
- Teachers and their assistants understand how well pupils are doing. They regularly check the progress of pupils to make sure each one reaches their potential. Pupils receive clear feedback in their books on how well they have achieved their targets. However, guidance in books does not adequately challenge pupils to take responsibility for what they need to do next, and how they can further improve their skills. This hampers how quickly pupils can move on.
- The-most able pupils are often, although not always, provided with challenge in the tasks that are allocated to them. They take responsibility for working on their own and with their peers before seeking help from their teachers. They call this process 'think, pair, share'.
- Children in Reception Year arrive with little knowledge of how to recognise their letters and sounds. The teaching of language, literacy and communication skills is of high quality and ensures that children are learning to sound out letters confidently. Children in Reception Year were excited about writing labels for an imaginary shop at the beach.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils are courteous and welcoming. Their behaviour around the school, at play times and in the lunch hall is consistently good.
- Pupils' attitudes to learning are very positive. In their lessons, pupils listen well to instructions and complete their work to the best of their ability. They help each other and are keen to improve.
- Pupils contribute positively to their school through programmes that encourage peer support, gardening, and collective fundraising. The student council recently arranged a non-uniform day to collect money for an ex-pupil travelling to El Salvador in order to carry out charity work.
- Pupils do not always understand what they need to do in order to improve their own learning. Consequently, they do not yet take enough responsibility to improve their work following the marking of their books.
- The school's work to keep pupils safe and secure is good.
- Relationships between pupils, their peers and their teachers are very positive. Pupils feel safe in school and are very confident and endearing when talking about their school and their teachers. They have a good understanding of how to keep themselves safe, and they understand potential internet dangers.
- Pupils are very enthusiastic to learn and arrive promptly to lessons. Attendance is above the national average because of the diligent work by senior leaders to improve attendance and

maintain good levels of punctuality.

- Parents are very positive about the school and feel that their children are safe, happy and educated well.

## **The leadership and management are good**

- Leadership and management reinforce high expectations for all staff and pupils. The headteacher works collaboratively with her deputy and middle leaders to ensure that teaching is of good quality and achievement is at least good. Leaders model and maintain a calm and positive working ethos throughout the school.
- Middle leaders effectively lead their subject areas and secure the best opportunities for all pupils. They monitor and evaluate their areas of responsibility regularly. Middle leaders also encourage reflection and good practice so that staff develop their skills in teaching different subjects.
- Leaders meticulously analyse how well pupils are doing in their subjects and provide clear, focused next steps for teachers in order to improve areas that need to be worked on. Teaching and achievement are not yet outstanding overall because the high levels currently being achieved by most -able pupils have not yet been sustained.
- Staff use information on pupils' progress well to inform their teaching. This enables most groups of pupils, including disabled pupils, those with special educational needs, those eligible for the pupil premium and pupils who speak English as an additional language, to achieve well.
- The subjects pupils learn are well organised by teachers. Pupils are motivated by the classroom and outdoor learning activities that are provided for them. These are creative and develop academic, artistic and sports skills. Pupils learn how to play instruments, sew and perform drama activities. They learn about archaeology and about their heritage as well as other cultures and religions.
- The school successfully ensures that all elements of spiritual, moral, social and cultural learning are embedded in the daily activities of the school. The school community fosters a high level of respect and care for its members. Pupils take part in community projects and recently raised money through a music festival for schools in Malawi.
- The school makes effective use of the additional sports funding by promoting physical education and pupils' health and wellbeing through clubs, and orienteering projects. Pupils take part in cricket, rounders, cross country running, and country dancing. They enjoy competing with other pupils and performing their work.
- Safeguarding practices meet the statutory requirements.
- The local authority provides a 'light touch' support for the school. It has provided opportunities for specialist support when needed.
- **The governance of the school:**
  - The governing body supports the headteacher well to ensure that good quality teaching and achievement are maintained. Governors hold the school to account by working closely with the headteacher and senior leaders. They visit the school regularly to keep up to date with developments. Governors take part in regular training on specific courses held by the local

authority. They have a good understanding of the school's information on pupils' progress and how it is being used to maximise the impact of teaching. They ensure that teachers are suitably rewarded for good performance related to the quality of their teaching and pupils' achievement. Additional funding is allocated well and leads to eligible pupils making good progress in their reading, writing and mathematics skills from their starting points. These pupils are currently doing better than their peers nationally.

## 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

<b>Unique reference number</b>	124627
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	444139

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Backhouse
<b>Headteacher</b>	Kyrsty Beattie
<b>Date of previous school inspection</b>	26 May 2010
<b>Telephone number</b>	01394 277897
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