

Kingsfleet Primary School

Inspection report

Unique Reference Number	124627
Local Authority	Suffolk
Inspection number	340616
Inspection dates	26–27 May 2010
Reporting inspector	Alan Jarvis

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Tim Finegan
Headteacher	Kyrsty Beattie
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors

- observed 10 teachers in 15 classroom visits. Meetings were held with governors, the headteacher and a number of staff responsible for key areas of the school's work. Inspectors looked at planning, minutes of meetings, other documentation including that relating to safeguarding, pupils' learning and progress records. Several informal discussions were held with parents and carers. Questionnaires returned by 60 parents and carers, 86 pupils and 16 members of staff were analysed.

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

- the extent of improvement in attainment and progress in each key stage
- how well the curriculum provides imaginative opportunities for learning
- pupils' views and understanding of communities, cultures and societies other than their own
- the extent to which the senior leadership team and governors have improved their effectiveness.

Information about the school

This school is smaller than average. The large majority of pupils are White British with only a small number coming from minority ethnic backgrounds. Around one in ten pupils have special educational needs and/or disabilities which is below average. Most commonly these pupils have support for their specific learning or autistic spectrum disorder needs. The school has achieved Healthy Schools status and the Active Mark award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils are happy and keen to come to this good school which has improved its effectiveness since the last inspection. Attainment is rising. All groups of pupils make good progress throughout the school. From a starting point which is in line with that expected for their age, children in the Reception class make good progress. They start Year 1 mostly working at levels above those expected across all areas of learning. Attainment in reading, writing and mathematics in Year 2 has improved and is above average. Current attainment in Year 6 is much improved and above average in English, mathematics and science.

At the time of the last inspection, the staff undertook a complete review of how pupils were taught and the curriculum they received as it was felt that neither was good enough. Decisive action was taken to provide better training for staff, introduce new teaching methods and ensure that the curriculum provided more stimulating and engaging activities. This has paid off. The consistently good teaching and well tailored curriculum are the key reasons why pupils make good academic progress and develop well as individuals. Inconsistencies in marking, the degree with which pupils are encouraged to learn independently and the sharpness with which teachers identify what pupils of different abilities are expected to learn limit attainment being even higher. While there are already many good links established between literacy, numeracy, information and communication technology (ICT) and other subjects, there are missed opportunities to develop these in some topics.

Pupils' personal development is good because staff care for pupils well and the good enrichment of a curriculum which is well tailored to their interests. Pupils are punctual to school. Attendance is above average and rising. Pupils rightly say they feel safe in school and can point to many examples of how they keep themselves safe in different situations. Good links with sporting partnerships and other schools help pupils develop a keenness for trying out new sporting activities. Many take effective action to eat healthily and know the benefits of doing so. Inspectors looked at behaviour very carefully, as some parents and carers expressed reservations. Behaviour in class and around the school is invariably good and sometimes excellent. Pupils obey the school's very clear code of conduct and say, 'Instances of poor behaviour are rare!' The few instances each term where behaviour falls below pupils' very high expectations are dealt with effectively.

The governors have improved their effectiveness and provide the school with good support and challenge. Although not enough has been done to fully embed links with parents and carers, they have taken good steps to improve communications with them and encouraged them to become more involved in school life. While they have ensured

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community cohesion is well developed within the locality, this is more limited wider afield. This is because opportunities are lost to develop provision through assemblies and the curriculum and there are no established links with other schools in contrasting locations. This is reflected in pupils' limited knowledge and understanding of how people from other cultures lead their lives in the United Kingdom and in other countries. Self-evaluation is good. The school has a clear knowledge of its strengths and areas for further improvement. A good and well prioritised development plan, together with ambitious target-setting, is helping to drive improvements forward. The rising attainment and improvements in teaching, the curriculum and care all reflect the school's good capacity for further improvement.

What does the school need to do to improve further?

- Further raise attainment in English, mathematics and science, by:
 - allocating sufficient time in all classes for pupils to learn independently
 - ensuring the success criteria for learning fully challenge pupils of all abilities
 - ensuring marking consistently pinpoints areas for improvement
 - fully strengthening links between literacy, numeracy, ICT and other subjects.
- By September 2011, ensure pupils have a good understanding of a variety of communities and cultures within the United Kingdom and internationally, by:
 - ensuring the themes covered in assemblies develop a strong cultural awareness
 - developing new topics with a strong cultural dimension
 - seeking a link with a school in a more diverse community.

Outcomes for individuals and groups of pupils**2**

Attainment has been rising in the national assessments at the end of Year 2 and has been above average for the past three years. At Year 6, there is a different picture. Typically, attainment has been average. This masks the fact that, over recent years, pupils' progress was accelerating and they were overcoming a legacy of past underachievement caused by previous staffing difficulties. The current Year 6 has had a more stable education. The good progress they have made in Years 3 to 6 is reflected in their above average attainment in English, mathematics and science. Attainment in Years 3, 4 and 5 is also above average. The good progress these pupils are making indicates that they are on track to meet their challenging targets.

Test data sometimes shows that boys and girls do not always perform at the same rate. However, the school's tracking data and observations show that this difference is not marked nor does it follow any long-term pattern. Pupils with special educational needs and/or disabilities make the same good progress as other pupils because of the good support that is provided for them.

Various types of good learning were seen. For example, in a calm lesson, Year 4 pupils were thinking creatively about optimists and pessimists, taking turns to put their points

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of view and listening intently to other pupils' opinions. In a Year 1 and 2 lesson, pupils were very active. They applied themselves diligently when comparing Iceland with Felixstowe in building a model volcano and writing a postcard to 'Barnaby Bear' to explain what he might see if he visited their town.

Pupils make a good contribution to their community by raising money for local charities, being involved in the local youth forum and helping in school as librarians and play pals. The school council is active but not enough opportunities are provided for them to initiate projects to help improve the school. Pupils overall spiritual, moral, social and cultural development is good although they have a less well developed appreciation of cultures beyond their own. Their well developed basic skills and above average attendance means they are well equipped for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers provide interesting activities for pupils and pitch learning well. Across subjects, lesson objectives and success criteria are shared and give pupils a clear idea of what they are going to learn and what the teacher expects them to have achieved by the end

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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of the lesson. In the very best lessons, extra zest is added to learning through the activities and success criteria being finely tailored to the needs of individual pupils, while in others this sharpness is lacking. In a few lessons, learning slows because pupils have to listen to the teacher for too long at the expense of learning independently. Teachers maintain a good dialogue with pupils in lessons which ensure that they stay on task and sustain good progress. Pupils are provided with good oral feedback on how well they are doing and how to improve. Marking is regular and most gives good guidance to pupils on how they can improve their work. Sometimes, however, opportunities are missed to pinpoint pupils' next steps in learning.

Undertaking research into the architecture of Norman Foster and learning new French vocabulary to play out a role play situation were just two of the interesting activities which abound in curriculum. Trips out and visitors to school help pupils develop their personal skills well and considerably enrich their life experiences. Pupils particularly like the sporting clubs on offer, such as netball, karate, judo and the funky dance pop clubs, and the craft club is also very popular. Pupils regularly use ICT and are encouraged to put their work on the school's online virtual learning environment. Good literacy, mathematical and ICT links were seen in pupils' topic work on the Vikings but were less in evidence in other topic work.

Pupils are known as individuals and staff care for them well. Rigorous steps have been taken to improve attendance but they have not been fully effective in discouraging unauthorised absence caused by a few parents and carers taking their children on holiday during term time. Good quality advice and support is made available when pupils transfer to secondary school. The school takes good care of its vulnerable pupils and those with special educational needs and/or disabilities. Effective links with outside agencies help to diagnose pupils' individual needs and ensure that the right level of support is provided.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The headteacher has galvanised the work of leaders and managers at all levels. Through teamwork and professional support, she has channelled their efforts to good effect. The impact is seen in the improvements in all aspects of provision and in rising attainment. Good use of performance data has ensured that all groups of pupils make equally good progress in each year and pupils from all backgrounds are included in all aspects of

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school life. Regular lesson observations and learning walks are effective in helping teachers identify their strengths and areas where teaching could be stronger. The impact of this is not as incisive as it might be because opportunities are missed to iron out inconsistencies by identifying sharp targets for improvement and following these up on subsequent occasions.

The governing body has improved its effectiveness through good quality training and gaining new members with important skills and a fresh eye. In addition, regular visits to school have helped them gain a good understanding of how well developments are proceeding. The establishment of a parent forum, regular surveys of parental views, newsletters and the ability of parents and carers to contact class teachers through the school's virtual learning environment has considerably improved two-way communication. This has helped the governing body to tackle developments parents and carers would like to see and helped them to become more involved in their children's learning. Safeguarding procedures are robust, updated regularly and known by all. However, the review of procedures does not take full account of the views of parents, carers and pupils. The governing body are committed to further developing community cohesion and have included within the current school improvement plan a priority to extend the school's work with other communities in contrasting situations to that found locally.

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	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in Reception because of good teaching. They join Year 1

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with levels above those expected for their age. A significant number make particularly good progress in developing their early numeracy skills and almost all have well developed personal and social skills. These skills were particularly evident in an open session where children played well together in different role play activities. Children enjoy their learning and behave well because activities are engaging and interesting and provide a good level of challenge. This was well illustrated in a session about money where some confidently added up coins while others were still in the process of recognising different coins and their values. Teaching is well structured and sufficiently varied and challenging to meet the needs of children who enter full-time education at different points in the year. Learning activities provide an effective mix of lessons led by the teacher, sometimes jointly with Year 1 pupils, and more open activities initiated by the children. Children have good opportunities for regular physical activity in exercises at the start of morning and afternoon sessions. Children's progress is carefully recorded by the teacher and learning assistant through regular assessment. Accommodation and resources are sufficient to facilitate the full range of learning, although a lack of storage space makes the inside area look cluttered on occasion. Leadership and management are particularly good in terms of the strong links with parents and carers and very good liaison with pre-school groups to carefully identify the needs of each new intake.

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

The school's own recent survey of parental views showed a much more positive response than the inspection questionnaire. Nearly all of the parents and carers who returned the questionnaire agreed that their children enjoy coming to school, they are safe and they are kept well informed about how well their children are doing. Several had concerns about teaching and the progress pupils' make. The inspectors saw good teaching and pupils making good progress in all years. Others thought their children were not prepared well enough for the future. The inspectors found that pupils' good attendance and their above average basic skills prepare them well for their next stage of education. Some indicated the school did not take account of their concerns or suggestions. The governing body has worked hard on this and has a six-point plan of action drawn up after a recent consultation. While a minority of parents perceived that the school was not well led and managed, the inspectors judged leadership and management to be good. This can be seen by the many improvements made over the

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last three years and the judgement that the school has improved its effectiveness from satisfactory to good. Behaviour was of most concern to some parents. The inspectors found this to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsfleet 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	53	23	38	3	5	2	3
The school keeps my child safe	24	40	31	52	4	7	1	2
The school informs me about my child's progress	18	30	38	63	4	7	0	0
My child is making enough progress at this school	16	27	32	53	11	18	1	2
The teaching is good at this school	21	35	26	43	9	15	1	2
The school helps me to support my child's learning	23	38	29	48	8	13	0	0
The school helps my child to have a healthy lifestyle	24	40	30	50	3	5	1	2
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)	15	25	28	47	11	18	0	0
The school meets my child's particular needs	19	32	30	50	9	15	2	3
The school deals effectively with unacceptable behaviour	10	17	21	35	19	32	6	10
The school takes account of my suggestions and concerns	16	27	23	38	10	17	3	5
The school is led and managed effectively	18	30	24	40	13	22	2	3
Overall, I am happy with my child's experience at this school	27	45	22	37	6	10	3	5

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



28 May 2010

Dear Pupils

Inspection of Kingsfleet Primary School, Felixstowe, IP11 9LY

Thank you for making us so welcome in your school. We enjoyed talking with you, looking at your work and seeing you learning in class. We found out that you go to a good school and here is a list of some of the things we liked best.

Children in the Reception class make a good start so that, by the time they move to Year 1, they are confident learners mostly working above the levels expected.

You learn well in lessons and make good progress because you are taught well.

Attainment has improved, and is above average in Years 2 and 6.

Your attendance and punctuality are above average. If improved a little more they could be excellent.

We were impressed by your manners and good behaviour and your strong understanding of how to eat healthily and keep fit. Well done!

Many interesting activities help you enjoy school and learn a lot.

All of the adults in your school make sure that you are well looked after, especially those of you who need that extra bit of help and support.

Your headteacher, governing body and teachers have done much to improve the school and are working hard to make it even better.

Every school has some things that could be improved. There are two areas we want your school to concentrate on now.

We would like your teachers to ensure attainment improves further. To help, you can work hard on the areas where you your teachers say you need to focus your learning and let them know if the work is too easy.

We would also like your headteacher to provide you with more opportunities to learn about the customs and beliefs of different people in our country and abroad. Think about what other people can teach you and what you can tell them about the way you want to lead your lives.

I wish you great success in the future. It was a pleasure to meet you all.

Yours sincerely

Alan Jarvis
Lead inspector

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