

Kinsley Primary (J and I) School

Wakefield Road, Fitzwilliam, Pontefract, WF9 5BP

Inspection dates

28–29 January 2015

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.

- Kinsley is a rapidly improving school.
- The commitment and determination of the headteacher have united staff and governors in the successful drive to bring about improvements since the previous inspection.
- Following a period of changes in staffing, the quality of teaching is now good. This is as a result of the high expectations of leaders and managers alongside effective checks on how well all staff are performing.
- Current levels of progress in reading, writing and mathematics are accelerating in all classes as a result of stronger subject leadership, effective training and the exemplary marking of pupils' work.
- Governors know the school well and check on its work regularly through frequent visits to the school as well as more formal committee meetings.
- Staff promote trusting relationships with pupils. Pupils, including those with more complex needs, develop self-confidence, behave well and work hard in lessons.
- Pupils are polite and friendly and happy at school. They feel safe in school a view that is endorsed by parents.
- Children progress well in the early years where they are enthused by good teaching and many exciting learning opportunities.

It is not yet an outstanding school because

- In spite of the good progress pupils make, attainment in national tests is not yet in line with national averages at the end of Years 2 and 6.
- Gaps between the achievement of disadvantaged pupils in the school and other pupils nationally still exist.
- There are limited opportunities to involve parents in their children's learning, particularly in reading.
- Teaching overall is not yet outstanding. There are occasions when the level of challenge is too high as well as too low.
- The school's grounds are not being used to their full advantage to further pupils' learning.

Information about this inspection

- Inspectors visited several lessons or parts of lessons, two of which were observed jointly with the headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair, vice-chair and other members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed movement around the school, playtime and lunch breaks. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account 16 responses to the on-line questionnaire (Parent View), as well as the results of a recent parent questionnaire carried out by the school.
- The 14 responses to the staff questionnaire were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Nicola Shipman

Additional Inspector

Full report

Information about this school

- Kinsley is slightly smaller than the average-sized primary school.
- Children join at the start of the Nursery Year, on either a part-time or full-time basis, and most go on to attend the Reception class full-time.
- Almost all pupils are from White British backgrounds. Very few speak English as an additional language.
- The proportion of disadvantaged pupils, those supported through the pupil premium funding, at 53%, is well above that found nationally. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Disabled pupils and those who have special educational needs make up 12% of the school population. This is below the national average.
- The proportion of pupils who join and leave the school at times other than the normal starting point is above average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected in 2013, there have been a number of changes in staffing. An external review of the governing body has taken place.
- The school holds a daily breakfast club for its pupils.
- Two pre-school groups for parents and toddlers, run by the school, meet weekly.
- The school will become part of the Wakefield City Academy Trust on 1 May 2015.

What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics further by:
 - securing outstanding teaching across the school
 - ensuring an appropriate level of challenge for all pupils, including children in the early years
 - continuing to monitor rigorously the achievement of disadvantaged pupils to ensure any remaining gaps between them and other pupils nationally continue to close rapidly
 - encouraging parents' involvement in their children's learning, particularly in reading at home
 - making better use of the extensive school grounds to develop outdoor learning for all.

Inspection judgements

The leadership and management are good

- Leadership and management are good because they have secured good teaching and achievement.
- Since the previous inspection, the headteacher has worked closely with the governors and the local authority to create challenging targets to improve the school. Strong leadership in addressing the inconsistency in the quality of teaching has resulted in better outcomes for pupils.
- Subject leaders and managers are driving forward the school's programme of ongoing improvements and communicate their high expectations to staff. They make regular checks on teaching and provide guidance and advice which have helped raise the quality of teaching. There is a strong, shared determination to see the school improve further.
- The school's systems to check the performance of staff are thorough and well focused. Teaching is carefully monitored and there is a close link between teachers' performance and salary progression. Targets set to improve teachers' performance are linked to outcomes for pupils and whole-school priorities. Staff are provided with relevant training to improve their effectiveness. Underperformance in teaching has been tackled well. Senior leaders withhold pay awards when agreed standards are not met.
- Teaching assistants support their colleagues well, settling pupils to work and prompting them to recall prior learning. They meet with teachers at the start and end of the day and as a result, they know what is being taught and are able to give important feedback on what has been achieved. They are skilled at providing individual pupils with guidance about next steps.
- The curriculum is well planned and provides memorable experiences and rich opportunities for good quality learning. A broad range of clubs, visits and visitors enhance the curriculum. However, the school's grounds are not yet being put to full use to provide alternative learning activities where pupils can further develop their literacy and numeracy skills in enjoyable, adventurous situations.
- The school ensures that the range of subjects pupils experience allows them to make good use of literacy, numeracy and communication skills in many different situations.
- Pupils are taught about the need for rules and laws and the school council contributes to decisions made by leaders. For example, they were involved in writing the school's behaviour policy. This promotes good relations, supports the spiritual, moral, social and cultural development of pupils and is also preparing pupils for life in modern Britain and sensitively reinforcing British values.
- Senior leaders are committed to ensuring all pupils have equal opportunities and to eliminate any discrimination in learning. They routinely collect information about the individual progress of pupils and use this information to identify those at risk of underachieving. The extra funding to support disadvantaged pupils has been used to make sure these pupils make similar progress to their classmates. However, the gap in their achievement and that of non-disadvantaged pupils nationally is still too wide.
- Extra funding to develop sports and physical education is used well to widen the range of sporting activities on offer. The use of specialist teaching is increasing pupils' access to physical education and providing additional training for teachers. A suitably trained member of staff leads physical education across all year groups, and this provides good continuity for the development of pupils' skills.
- The strong collaboration with the local authority has been central to improvement. It has supported the school well to ensure that areas in need of improvement have been swiftly addressed so that the school is now good.
- The majority of parents view the school positively. They have opportunities to attend meetings to discuss their child's work with their child and class teachers. The timings for these meetings are very flexible, allowing parents to come along at a time which is convenient to them. However, the school does not do as much as it could to encourage them to play a more active role in their child's learning, particularly in reading at home.
- **The governance of the school:**
 - The governing body is playing an increasingly focused role in the leadership of the school. Its members bring to the school a range of skills and expertise. Following the audit of governors' skills, the governing body is now able to ensure that these are used effectively to challenge and support the school. Governors receive valuable information from school leaders about the progress of pupils and make regular visits to the school to gain accurate and comprehensive first-hand views of the school's performance. Governors are kept informed of the quality of teaching in school. They are involved in the performance management of the headteacher and know how the performance of other staff links to salary progression. Members of the governing body review the school's finances to ensure the budget is being managed effectively. They know how the pupil premium and sports funding are being spent and are aware that their reporting on its impact is not sharp enough. Governors are committed to the

continued safety and well-being of pupils and staff and all statutory safeguarding requirements are effectively met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They take great pride in their school and conduct themselves well. They use words such as 'kind', 'caring', and 'amazing' when describing the school and look forward to coming because being at school is 'good fun'. As a result, pupils show enthusiasm for learning, are quick to participate and keen to do their best.
- Pupils are polite, friendly and show consideration towards one another as well as adults. They work together well in lessons, sharing and discussing their ideas and work confidently, to the advantage of all.
- At playtime, pupils play together happily, showing tolerance and respect in waiting for their turn to join in the games. Well-rehearsed routines are in place for the end of playtime. The expectations of staff are very clear and pupils follow their instructions well. This was evident during the inspection when playground space was restricted because of poor weather. Pupils accepted the limitations imposed without question and played safely within the designated area.
- Conduct at lunchtime and in assemblies is also good. Staff interact with pupils well, sensitively encouraging them to follow the type of behaviour expected in those situations. Behaviour at Breakfast Club is of an equal standard and ensures a calm start to the day.
- Pupils are enthusiastic learners and pay attention in lessons. Disruption in lessons is rare and on the very few occasions when an extremely small number of pupils find regulating their own behaviour difficult, they are well supported by adults and remain included in activities.
- Pupils take their responsibilities very seriously. Members of the democratically elected school council and sports council consult with their classmates to make decisions about playground equipment and new sports clubs they would like to see. Older pupils support younger ones in the dining room, especially with tidying away.
- Many aspects of the behaviour of pupils reflect British values consistently well as well as contributing to pupils' spiritual, moral, social and cultural development.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and valued members of the school community. They understand that there are different types of bullying and how to respond. Pupils say that there have been some isolated cases of bullying in the past but this is no longer the case. Adults listen to pupils and take prompt action when necessary, treating everyone fairly.
- Pupils learn how to keep themselves and others safe. For example, they know about the importance of using the internet safely and the potential dangers of social media. Pupils benefit from visits from the local community police officer who talks to them about local issues such as railway safety. This is especially relevant as there is a railway line very close to school.
- The pastoral care for pupils is very strong. Attendance is monitored rigorously and non-attendance followed up swiftly. As a result, attendance has been improving each year and is now in line with the national average.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. Almost all of it is now good with some that is outstanding. Teachers plan engaging activities and make good use of practical materials to stimulate interest. This has resulted in improved achievement across the school.
- High expectations and positive relationships are evident in every class and pupils learn well as a result. Pupils collaborate effectively when they learn in small groups. They share ideas and discuss how work can be improved.
- Teachers ask questions skilfully and in ways that give pupils opportunities to extend their knowledge. Pupils are expected to give detailed reasons for their answers. Teachers take care to follow up any misunderstandings as soon as they arise and provide pupils with the support necessary to sustain good progress.
- Work is carefully planned to ensure there is sufficient challenge for all pupils. However, occasionally the

level of challenge can be too great or not sufficiently demanding. Pupils say they like to be challenged because then 'you feel as if you are learning something'.

- The marking of pupils' work is excellent. A consistently high standard is maintained across all classes and all subjects, including homework. Marking makes it clear to pupils what can be improved as well as the strengths to be found in the work. They are given time to complete corrections and respond to teachers' comments. In mathematics, pupils are often asked to write explanations as to how they arrived at an answer. This is now so well established in the school that even the youngest pupils are able to comply.
- The presentation of work and the quality of handwriting are to a very high standard. The pride pupils take in their work can be seen on every page.
- Teachers and teaching assistants work closely together to support the needs of all pupils. Teaching assistants are well trained to provide the extra help disabled pupils or pupils with special educational needs may require in order to achieve in line with their classmates.
- Reading is promoted well across the school with books being given as prizes in special assemblies. Pupils like reading and are given opportunities to read in class. They have access to a very pleasant well-stocked library as well as reading corners in every classroom. Pupils are able to describe how they would work out unfamiliar words using different methods they have been taught, including the use of phonics (letters and sounds). Older pupils spoke of using dictionaries to check on meaning. Occasionally, parental involvement in reading is not promoted well enough.
- Attractive displays of pupils' work around school and in classrooms reinforce learning and show how much their work is valued.

The achievement of pupils is good

- The progress made by pupils in the school is accelerating rapidly. As a result of strong leadership and management, weaknesses in teaching have been addressed, expectations raised and challenging targets set. Staff and pupils have risen to the challenge and achievement is improving strongly.
- Children start in the Nursery class with skills below those typical for their age. From their different starting points, they make good progress so by the end of the Reception Year the majority of children have reached a good level of development and are ready to start Year 1.
- Standards by the end of Year 2 in reading, writing and mathematics are below those found nationally. However, for most pupils, progress in Key Stage 1 is good and achievement is improving. The proportion of pupils reaching the required standard in the 2014 national screening check for Year 1 pupils on phonics (letters and the sounds they make) for example, was below average, but had improved considerably from well below average in 2013.
- Progress throughout Key Stage 2 is improving strongly. However, this is not yet evident in the results of national tests. Over time, standards at the end of Year 6 have been variable. In 2013, they were below average in reading, writing, mathematics and in spelling, punctuation and grammar. In 2014, reading, spelling, punctuation and grammar had improved but all areas remained below national averages.
- The most recent test results show that, from their starting points, by the end of Year 6, the proportions of pupils making expected progress in reading, writing and mathematics are similar to those found nationally. The proportions of pupils making better than expected progress are below national average in reading, writing and mathematics.
- However, the most recent work seen in pupils' books and data from the most current assessments show improvements in progress in Key Stage 2 are starting to come through strongly. The levels of attainment of which pupils are clearly capable, as demonstrated in their books, are not reflected in the outcomes of national tests.
- The most able pupils are not yet reaching the standards of which they are capable at the end of Years 2 and 6. By the end of Year 6, the proportion of pupils reaching the higher levels of attainment is below average in reading, writing and mathematics.
- In the past, work for the most able pupils has sometimes lacked the necessary challenge to enable them to reach their full potential. This has been addressed, although occasionally the work is now too demanding.
- The proportion of pupils who are disabled or who have special educational needs is small and needs vary from year-to-year, as does the complexity of their needs. Their progress is tracked to ensure that they make at least similar levels of progress as their classmates and support is put in place as and when appropriate.
- The effective use of the pupil premium funding has enabled disadvantaged pupils to make better progress than other pupils in the school. Results in national tests in 2014 show the gap in attainment in reading and

mathematics between disadvantaged pupils and other pupils in school is minimal. In writing, disadvantaged pupils performed much better than their classmates.

- The gap between disadvantaged pupils in school and non-disadvantaged pupils nationally was in excess of one year behind in reading, writing and mathematics. Current school data and inspection evidence show that disadvantaged pupils are making consistently good progress and gaps in their attainment compared to others nationally are closing. In the past, tracking has not been sufficiently rigorous to pick up on these gaps.
- During the inspection, rigorous scrutiny of pupils' work and school data showed that pupils in all year groups are performing well and progress is speeding up in reading, writing and mathematics. Predictions for the end of the year indicate a significant improvement on previous years for all groups of pupils.

The early years provision

is good

- The early years is well led and managed. Leaders have clear understanding of their roles and responsibilities. They are fully aware of the strengths and key priorities in order to improve the setting further. Staff are knowledgeable, well trained and support each other well. They work together effectively, meeting regularly to discuss what is going to be taught and how well children are doing.
- Children work and play in a happy, safe and secure environment. Staff ensure that children have many opportunities to develop good social skills. Children learn how to follow instructions from staff and are generally able to concentrate on activities. They happily share equipment and discuss what they are learning, demonstrating good behaviour and positive attitudes towards school. Children are sufficiently confident to try new activities and are proud to show visitors round their classrooms.
- Teaching is good. Adults effectively support children's knowledge and learning by providing a range of interesting and stimulating activities. Children's skills are extended further through sharp questioning designed to make children think and deepen their understanding further. However, there is sometimes insufficient challenge for children.
- Activities are well resourced, particularly indoors. The outdoor area is not as well used and has been highlighted by staff as an area for development.
- The starting points of children entering the nursery vary from year-to-year but are generally below those typical for children of this age. They make good progress during their time in early years. By the time they reach Year 1 many have reached a good level of development. The two pre-school groups, 'Feet' and 'Caterpillars', are helping children to settle quickly in school and make rapid progress.

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	130969
Local authority	Wakefield
Inspection number	442286

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	237
Appropriate authority	The governing body
Chair	Terrence Mulready
Headteacher	Paul Birdsall
Date of previous school inspection	5 February 2013
Telephone number	01977 722245
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