

Kingswood Primary Academy

Southbrook, Corby, NN18 9BE

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	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.

- Excellent leadership from the Principal and her deputy, supported by strong governance from the academy trust, have driven major improvements in teaching and achievement since the academy opened.
- Good leadership from all leaders and managers is now helping improve the quality of education provided throughout the academy.
- All groups of pupils are making good progress regardless of their background or ability.
- In the early years children are taught well, make good progress and enjoy learning.
- Teachers generally give different groups of pupils work that is suitably demanding without being too difficult, so all achieve well.
- Teachers provide activities that are interesting and enjoyable, so that pupils enjoy learning, concentrate well and work hard.
- Pupils behave well and have good relationships with each other and with staff. They value being in the academy, both for what they learn and for the friendships they form. Pupils feel safe in the academy.
- Good links with parents mean they are very positive about the academy and what it does for their children. This has contributed to great improvements in attendance.
- The academy delivers a good range of subjects with activities that pupils greatly enjoy. It provides well for pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Although standards are rising, they remain below average because of weaknesses in pupils' progress in the past.
- Achievement in mathematics, while good, has been weaker in the past than in reading and writing. Younger pupils often lacked a secure foundation in basic mathematical concepts.
- Although the most-able pupils make really fast progress when their work is demanding, their progress is sometimes slow when tasks are not challenging enough.
- The presentation of pupils' work varies too much. Although it is often good, it is weak on other occasions, because of weaknesses in pupils' handwriting skills.

Information about this inspection

- Inspectors observed substantial parts of 12 lessons. Several of these visits were undertaken with the Principal or the Deputy Principal. The team also made briefer visits to classes to see aspects of the early years and teaching and learning in reading.
- The inspectors had formal meetings with members of staff, representatives of the academy trust and with groups of pupils. The team spoke informally to other staff and to pupils throughout the academy.
- A variety of documentation was examined, including the academy’s self-evaluation, data on pupils’ progress, information about keeping pupils safe and about how teaching is managed.
- Inspectors looked at samples of pupils’ work in their books and on display as well as listening to pupils in Years 1 and 6 reading.
- There were only five replies to the online questionnaire, Parent View, so these were not available to inspectors. However, the team took account of the results of the academy’s own survey of parental views undertaken in November 2014. Twenty questionnaires were received from members of staff.

Inspection team

Steven Hill, Lead inspector	Additional Inspector
Iffat Fariduddin	Additional Inspector
Elizabeth Ferguson	Additional Inspector

Full report

Information about this school

- Kingswood Primary Academy is average in size for a primary school. It became an academy in April 2013. It is part of a multi-academy trust, the Greenwood Dale Foundation Trust. Responsibility for the governance of the academy lies with the trust's board. The academy's predecessor school, Corby Kingswood Primary School, was last inspected by Ofsted in June 2012, when it was judged to be satisfactory.
- The academy provides full-time education for children of Reception age. Children of Nursery age attend on a part-time basis, either in the mornings or the afternoons.
- The large majority of pupils are White British. The proportion of pupils who come from minority ethnic groups is average, and most of these pupils come from Other White heritages. The proportion of pupils who speak English as an additional language is also average.
- There is a high proportion of disadvantaged pupils who are eligible for support from the pupil premium. The pupil premium is extra government funding to help the education of pupils who are known to be eligible for free school meals, or to have been eligible in past years, as well as those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The academy meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The academy runs a breakfast club and an after-school club for its own pupils.
- Since the academy opened, a large number of pupils have joined in different year groups. A significant proportion of these are relatively new to learning English.

What does the school need to do to improve further?

- Raise achievement, especially in mathematics, by improving teaching, in particular by:
 - making sure that work is always challenging, especially for the most able
 - ensuring younger pupils have a more secure understanding of mathematical concepts by increasing the use of practical materials to support their learning.
- Raise the standards of pupils' presentation in their work, by consistently following the academy's policy of using joined handwriting during Key Stage 2.

Inspection judgements

The leadership and management are good

- The Principal and Deputy Principal have worked effectively together, with well-structured support from the academy trust, to focus all staff efforts on improving the academy. They insist on evaluating all actions by relating them to benefits for pupils. The result of this is to be seen clearly in the consistency of good teaching and in the good achievement and behaviour of all pupils.
- Senior staff model excellent leadership to other leaders, who are increasingly effective in helping their colleagues. This was not the case in the past. All leaders now evaluate practice rigorously within their areas of responsibility and provide good support in making improvements. The strong leadership of the early years is helping give children a very secure start in the academy. The leadership of education for disabled pupils and those who have special educational needs is also good. It helps these pupils to make the same good progress as their classmates. Subject leaders are effective, with their impact seen clearly in better progress in writing last year and improving progress in mathematics currently.
- Leaders evaluate the effectiveness of teaching by observing lessons, and by checking planning, the work in pupils' books and pupils' progress. They use this information well to reward good performance and to provide extra training for those who need it. Teachers can identify the strengths and weaknesses in their teaching, and know how to address any shortcomings in lessons, because leaders encourage them to reflect on their teaching.
- The academy provides a lively and engaging set of experiences for pupils which are firmly based on the new National Curriculum. A wide range of clubs, visitors and visits enrich pupils' experiences, and they talk very positively about these. Good provision for pupils' spiritual, moral, social and cultural development is threaded through learning in different subjects. Teachers continually reinforce and practise social skills in lessons. Pupils have a good understanding and respect for British values, shown in their tolerance of others and their interest in, and respect for, different cultures. By voting for school council members they learn about the functioning of democracy. The academy prepares them well for life in modern Britain.
- The academy has been very successful in using checks on pupils' progress to identify any pupils who are not doing as well as they should. Leaders and teachers ensure that pupils have an equal opportunity to succeed, by providing extra help and challenge for those who need it. The introduction by the academy of the new National Curriculum has led to sensible modifications in how it checks on pupils' progress. The academy continues to work with other schools in the trust to refine and extend this system of monitoring pupils' progress.
- Pupil premium funding is spent effectively on a mix of academic support to disadvantaged pupils to ensure they achieve well, and on other support to help everyone to be fully involved in all aspects of school life. Leaders have spent money on improving the attendance of disadvantaged pupils, with great success.
- The academy has spent the primary physical education and sport premium well. It has invested in a coaching programme to help improve teachers' subject knowledge and confidence, as well as to provide specialist teaching for pupils, in clubs as well as in lessons. Pupils say they greatly enjoy this activity and their participation in different activities has increased. Other funding has helped considerably to extend the academy's involvement in inter-school competitions.
- The support from the academy trust has been strong, with a variety of skilled professional expertise made available to support the academy's work.
- Safeguarding procedures meet requirements and are effective. The high level of professional backing and advice from the trust complements the hard work of staff to make sure that pupils are safe and feel comfortable in the academy.
- **The governance of the school:**
 - The Trust successfully undertakes the full responsibilities of governance within the academy. It channels

much day-to-day involvement, in both challenging and supporting staff, through an Executive Principal. A wide range of other skilled staff within the trust and its academies provide help when needed to meet the academy's specific requirements. The Trust has a very thorough and accurate overview of how pupils are performing through a rigorous analysis of data. It knows about the quality of teaching and has ensured that teachers' performance is monitored accurately and continually improves. Any underperformance is tackled well. It uses the expertise within the trust to provide good-quality training for staff that need it. Links to pay progression enable the rewarding of good performance. The trust takes a leading role in making sure that all procedures are up to date and meet statutory requirements, including those for safeguarding pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are well-mannered, cheerful and friendly. They show respect for each other and for adults. Parents agree that behaviour is good and pupils say that any problems are quickly sorted out by the adults.
- In class, pupils work hard and concentrate well. They show interest in what they are learning and get on diligently with their work. Pupils listen attentively to staff and follow instructions well, so little time is wasted and disruption is very rare. Pupils know how important it is to succeed at school and relate this to their prospects of success when they grow up. At times, a few pupils find their concentration wanders towards the end of sessions, so both their speed of work and their progress slow down.
- Pupils show good skills in working together. Right from Nursery, they share equipment sensibly and enjoy talking to each other about what they are doing. They listen to each other politely and contribute their own ideas thoughtfully, whether talking to a partner, or addressing the whole class.
- Pupils take their responsibilities seriously and perform them conscientiously. Older pupils enjoy helping younger ones as 'buddies'. Pupils in Year 6 are keen to be proper role models for other children.
- At break times, boys and girls from different backgrounds play together happily and demonstrate good relationships. Older pupils greatly valued their residential trip, saying that it strengthened their friendships and that they learned how to work well as a team. Good behaviour and relationships are also evident in the academy's daily breakfast club, where healthy eating combines with good development of pupils' social skills.

Safety

- The academy's work to keep pupils safe and secure is good. Pupils themselves feel safe and can explain why. In particular, they say that the adults will always look after them. Pupils who joined the academy part way through their education say that other pupils made them feel welcome and were very friendly. Pupils know how to contribute to their own safety, through their knowledge of road safety, or by how they use the internet sensibly, for example.
- The work of the learning mentor makes a major contribution to the well-being of pupils at risk of not doing well. She liaises well to involve their parents and relevant outside agencies as appropriate. She helps to ensure that these pupils receive good support in the academy, so they feel safe and secure, and make good progress like their peers.
- Attendance has risen significantly since the academy opened and is now above average. Pupils have responded well to the rewards system for high attendance and realise the importance of good attendance. The academy's work to follow up on any absence and provide help for families who are finding it difficult to get their children to school each day is effective.
- Pupils have a good understanding of bullying in its different forms, such as cyber bullying, and can explain how this differs from other poor behaviour. They say that bullying seldom happens in the academy, but are confident that the teachers deal with any instances very quickly. Pupils themselves, particularly through their work as 'buddies' or as members of the school council, help support other pupils who are

worried or upset.

The quality of teaching is good

- Improved teaching has ensured that all pupils make good progress. This is the case in all classes, including in the early years.
- Teachers explain ideas well to pupils and use a good range of resources to clarify and extend pupils' understanding.
- Teachers successfully engage pupils' interest and enthusiasm. Pupils are very positive about lessons, saying that they learn a lot and that their teachers make learning fun. Frequent opportunities for pupils to discuss work together help them clarify their ideas, and develop their speaking, listening and communication skills well.
- Teachers have high expectations of pupils' work and behaviour, and pupils show their respect for teachers by responding well and working hard to meet these.
- Reading is taught well, right from the start, with children encouraged to share books and stories from Nursery onwards. Teachers give pupils a good grounding in phonics (the sounds that letters make) and help them use this well to read words that are new to them.
- A strength in many lessons is the preparation of different work for pupils of different abilities. This ensures work is suitably demanding for each ability group, while remaining manageable. When pupils have work that is a little too difficult for them, extra support from their teacher or from skilled teaching assistants usually helps them to cope well. Occasionally, some tasks given to particular groups lack challenge and, in particular, do not help the most-able pupils to make really rapid progress towards high standards. As the academy has identified accurately, this is a particular issue in some lessons in mathematics.
- A focus on improving pupils' writing skills has led to improvements in this area. Pupils work well in different genres, and have produced work of increasing sophistication during the course of the year.
- Handwriting is starting to be taught more systematically across the academy. Teachers encourage a joined style during handwriting sessions at Key Stage 2, in line with the academy's policy. However, teachers are not consistent enough in insisting that pupils follow this policy throughout their work. Many pupils continually switch from a joined style to printing in their day-to-day work, and this detracts from the quality of presentation.
- The academy has made a concerted effort during this year to improve teaching in mathematics and, as a result, it is generally taught well. More emphasis on understanding basic concepts through practical work in younger classes is helping pupils to have a more secure basis for their future learning.

The achievement of pupils is good

- All pupils make good progress regardless of their background or ability. This good achievement is not fully reflected in the overall below-average standards reached by older pupils. This is largely because of weak progress they had made in the past. Pupils in last year's Year 6 class, for example, made rapid progress during their final year in the academy, but not enough to make up all the ground they had lost in the past.
- Children in early years make good progress. They now go into Year 1 with overall standards similar to those found nationally. Progress in phonics has improved because of a systematic whole academy approach. Results of national checks on phonics understanding in Year 1 have improved and are now average. This is built on well throughout the academy. By Year 6, pupils are capable readers who enjoy a variety of books and are developing their own clear preferences of styles and authors.
- Standards have gone up in Key Stage 1, so results at the end of Year 2 last year were broadly average in

reading and writing. The academy is addressing the below average results in mathematics in 2014 well and progress is improving.

- Disabled pupils and those who have special educational needs make good progress across the academy. They receive extra help geared to their particular needs, different work that is matched to their abilities, and good support and challenge from skilled teaching assistants.
- Disadvantaged pupils make good progress, and gaps in their progress and that of their classmates are being eliminated.
- National results for Year 6 in 2014 showed that the attainment of disadvantaged pupils was the same as others in the academy in mathematics. Disadvantaged pupils were a year ahead of their classmates in reading, and almost two years ahead in writing. In comparison to other pupils nationally, disadvantaged pupils were four terms behind in mathematics, three terms behind in reading, and a term and a half behind in writing. For current pupils, data show that the levels disadvantaged pupils are working at across the academy are rising, as they are for their classmates.
- The most able pupils make good progress, particularly in writing. However, they do not always get demanding work that would enable them to make outstanding progress, particularly in mathematics. Inspection evidence, supported by the academy's own monitoring and data on pupil progress, confirms this.
- Pupils from different ethnic backgrounds or who speak English as an additional language make the same good progress as their classmates. Good teaching enables pupils who are new to English to make great strides in learning the language, and then to do well in different subjects.

The early years provision is good

- A wide range of interesting activities indoors and out enthuse children and help them to achieve well. All areas of learning are covered well, with a strong emphasis on early reading, writing and mathematics, giving children an increasingly good start to their learning. Children greatly enjoy learning and join in activities with enthusiasm. They are well prepared to move into Year 1 at the end of Reception.
- Teaching is good. Teachers use checks on what children can do well to give a clear picture of children's learning. They prepare activities for children that help them to be involved and make good progress. Adults interact very purposefully with children as they play, questioning them well to enhance their understanding and develop their vocabulary. Occasionally, some children playing independently do not get much adult attention to help them extend and consolidate their understanding.
- Children behave well and already are developing good cooperative skills. For example, as three children in the Nursery shared the story of *The Three Little Pigs* on a tablet computer, they took turns and talked to each other about what they were doing. At snack time, children in Reception listen attentively to the teacher, giving their own ideas for discussion and are confident in making suggestions or asking questions.
- Children are kept safe in the setting. They generally contribute well to each other's safety through their good behaviour and sensible actions. However, adult intervention is sometimes needed to control the 'traffic' when children use wheeled vehicles.
- The leadership and management of early years are good, with clear leadership helping colleagues to develop outstanding practice in some areas. The team are particularly good at identifying areas that need development and addressing them successfully together.

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	139325
Local authority	Northamptonshire
Inspection number	449910

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The Greenwood Dale Academy Trust
Chief Executive	Barry Day
Principal	Wendy Gordon
Date of previous school inspection	Not previously inspected
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