

Kingsley Primary School

Thomson Crescent, Croydon, Surrey CR03JT

Inspection dates

12–13 July 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- School leaders and the governing body have not stopped a significant decline in standards over time. They have failed to ensure that pupils make enough progress to catch up with pupils nationally.
- School leaders do not have the capacity to make the changes necessary for the school to successfully improve.
- The curriculum is too narrow and does not provide equality of opportunity. Pupils' access to subjects beyond English and mathematics varies significantly between classes. Leaders do not explicitly promote British values.
- Actions to improve the quality of teaching and learning have not been rapid enough or consistently applied.
- Children in the early years, particularly boys, do not make the progress they should.
- Teaching does not sufficiently challenge pupils. Consequently, pupils do not achieve what they are capable of. Expectations have been too low over time. As a consequence, low-level disruption in class is too common and affects pupils' learning.
- Leaders have not ensured that pupil premium funding is having enough impact. Disadvantaged pupils, in particular, make far less progress than their peers.
- There are large gaps in the achievement of different pupil groups including the White British and Black Caribbean, compared with other pupils at the school and nationally.
- Pupils' reading ability and writing skills are significantly lower than national expectations across all key stages.

The school has the following strengths

- Pupils want to do well, are keen to learn and enjoy school. They are polite, articulate and show respect towards each other in this diverse learning community.
- Safeguarding procedures are effective.
- The small leadership team and governing body have an astute understanding of what needs to be improved. They have actively sought external support in order to secure a strategic direction for school improvement plans and increase leadership capacity.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Increase the capacity at senior and middle leadership level in order to:
 - secure a strategic direction for school improvement and drive necessary improvements
 - plan a curriculum that is broad and provides equality of opportunity for all pupils
 - ensure that progress for all pupils across the school, including children in the early years, is accelerated so that they can catch up with pupils and children nationally
 - drive rapid and strategic improvements in the quality of teaching, learning and assessment
 - analyse the impact of the pupil premium and physical education (PE) and sports funding so that it makes a difference to the progress pupils make
 - minimise incidents of bullying
 - have in place systems and appropriate follow-up actions to support pupils affected by any incidents.
- Improve teaching, learning and assessment by:
 - ensuring that assessment information provided by teachers is accurate and clearly identifies where there are gaps in pupils' understanding, knowledge and skills
 - teachers using assessment information to plan activities that stretch and challenge all pupils, including the most able and those with special educational needs and/or disabilities
 - teachers having consistently high expectations regarding the quality, quantity and presentation of work produced by pupils
 - senior leaders ensuring that teachers have consistently good subject knowledge and providing appropriate training when this is not the case
 - middle leaders checking regularly and consistently that teaching is of the highest quality
 - teachers giving regular feedback to pupils about how they can improve their work
 - teachers consistently applying the newly introduced behaviour policy, so that any low-level disruption in class is quickly addressed
 - ensuring that classroom assistants are well trained, deployed appropriately and work effectively with teachers
 - continuing to focus on improving the attendance and punctuality of identified pupils so that their learning is not adversely affected.

- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- Newly qualified teachers should only be appointed following discussion with Her Majesty's Inspector.

Inspection judgements

Effectiveness of leadership and management

is inadequate

- School leaders, including the governing body, have not stopped the significant decline in standards over time. While they have an accurate understanding of what needs to improve, they do not have the capacity to act swiftly. Plans to improve capacity have taken too long and have been thwarted by changes within the senior leadership team.
- School leaders have not ensured that pupils, and children in the early years, make accelerated progress in order to catch up with pupils nationally. As a result, pupils are not prepared for the next stage of their education.
- The curriculum is too narrow. Leaders have focused on the intensive teaching of reading, writing and mathematics. While necessary to fill gaps in pupils' skills and knowledge, it has been at the expense of other subjects, particularly in key stage 2. Pupils' access to trips, activities and visits relies too heavily on the interests and enthusiasm of individual teachers. Pupils do not have equality of opportunity. Some pupils feel that this is unfair and their engagement with learning wanes as a result.
- Leaders have not ensured that improvements to the quality of teaching, learning and assessment have been rapid enough or consistently applied. Consequently, there is too much inadequate and mediocre teaching across the school.
- Pupil premium funding has not been spent effectively and, consequently, has not significantly improved the performance of the many disadvantaged pupils. School leaders have a better understanding of the progress this group make and where small gains in progress have been made. However, spending has not been focused tightly enough on accelerating their progress.
- PE and sports funding is not used effectively to improve the quality of PE at the school or engage more pupils in participation. Leaders have not ensured that it is spent appropriately or analysed the impact of spending in detail.
- Leaders do not ensure that British values are consistently taught across the school. The school's focus on promoting rights and responsibilities is displayed in communal areas around the school. Each class has a charter that outlines expectations and the code of conduct, and elects class representatives for the school council. Pupils show respect and tolerance towards each other. However, opportunities to explore different cultures and understand an individual's role in modern Britain are not systematically mapped into the curriculum and vary depending on the class.
- Since September 2015, the acting headteacher and acting deputy headteacher have been effectively supported by an external consultant on a part-time basis. Together, they quickly and accurately identified areas needing rapid improvement. In a short time, they have introduced a number of whole-school actions. These include a new marking policy intended to give pupils regular and valuable information about how they can improve their work. A behaviour strategy has already had a positive impact on pupils' attitudes to learning. The appointment of an assessment leader has meant that information on the progress pupils make can now be analysed centrally and used to check on the quality of teaching. While improvements have been made, the senior leadership team acknowledges that it does not have the capacity to make the rapid changes necessary to stem the decline in standards.

- Middle leaders are keen to contribute to school improvements. They have planned a number of initiatives which they are beginning to implement. However, they have limited time to ensure that these projects are having an impact on pupils' progress and do not check the quality of teaching as effectively as they should.
- Those new to teaching feel well supported by their mentors and the senior leadership team. They attempt to consistently apply whole-school initiatives, for instance the new behaviour policy. However, they have limited opportunities to work with the most effective teachers in order to improve their own practice.
- Improved performance management measures this year mean that teachers are now held to account more stringently for the poor performance of their pupils. A number of teachers this year have not achieved their targets and will be put on a support plan as a consequence.
- A senior leader is now responsible for fostering the support of parents and the wider community. Events such as the music concert and sports day, witnessed during the inspection, encourage parents to participate in school activities and celebrate their children's wider skills. Attendance at these events was high. Leaders are now far more visible on the school gates at the start and end of the school day. Of those who responded to Ofsted's online questionnaire, Parent View, many were positive about the standard of care and education provided by the school, while others had concerns.
- Leaders and staff in the hearing impaired unit work collaboratively with parents to support the specialist and often complex needs of the pupils. Opportunities are sought for these pupils to integrate into the main school, for instance in assemblies and participating in PE. Some in Years 5 and 6 are currently working with the Mousetrap Theatre Group on a joint project with other pupils. Pupils' progress is carefully tracked and recorded. Leaders rightly acknowledge that progress is variable for some pupils.
- New initiatives being introduced to rapidly improve the progress of pupils with special educational needs and/or disabilities in the main school, while appropriately focused, are too recent to show tangible outcomes. Pupils' progress is carefully monitored by school leaders and work with a range of external agencies supports their well-being.
- Pupils on the school council believe that their role is a 'privilege' and comes with responsibility. They are keen to share their peers' views with school leaders – for instance, they were involved in recent changes to the catering contract. They organise charity events and are raising funds for a fellow pupil who needs an operation in America.
- The local authority has been carefully monitoring the declining standards at the school over the past two years. In September 2015, the school's outcomes went below the floor standards. In response, the local authority issued a warning notice. It has acted decisively this year, commissioning a range of external support. This has included securing an external consultant to add capacity to the depleting senior leadership team. School progress review meetings have been ongoing and leaders have been challenged over their progress against set targets. The local authority has an accurate understanding of the need for rapid school improvement and knows that further leadership capacity is needed to secure this.

Governance of the school

- The governing body is clear about its responsibility for the declining standards at the school. Governors were shocked by the results in 2015 and the subsequent warning letter from the local authority because they had not been provided with accurate assessment information from senior leaders.

- In November 2012, they commissioned a review of the governing body, in order to evaluate how they could more effectively challenge school leaders about the quality of teaching and learning at the school. As a result, the governing body was reconstituted and now operates far more effectively. The introduction this year of a system for collecting regular assessment information has given the governing body further credence to hold school leaders to account for poor performance.
- In January 2016, they created a governors' action plan and began to investigate the possibility of adding capacity through academy sponsorship. This is now in the final stages of the consultation process and they are optimistic of its success.
- Governors have an honest understanding of the actions that need to happen in order to halt any further decline. They are committed to ensuring that underachievement is addressed quickly and that pupils are given the best standard of education.
- The arrangements for safeguarding are effective. The governing body has a clear understanding of its statutory responsibilities regarding safeguarding. Checks around the suitability of staff to work at the school are in line with current requirements and governors are trained in safer recruitment. They have undertaken training on how to prevent radicalisation and extremism. All staff have received training on how to keep children safe in education, issues to do with female genital mutilation and how to prevent radicalisation and extremism (the 'Prevent' duty). When staff are concerned about a pupil, they are clear about how to record and pass on information.

Quality of teaching, learning and assessment

is inadequate

- Teachers do not consistently challenge pupils. They have low expectations of what pupils can achieve that lead to achievement which is below and, in some cases, well below what is expected.
- Pupils' presentation of work lacks care. They are sometimes praised for work that is far below what they are capable of producing. Written work in particular is sparse and often of poor quality. Teachers correct basic punctuation errors but regularly ignore the standard and grammatical accuracy of pupils' written work.
- Some teachers lack appropriate subject knowledge. While year teams plan activities together, individual teachers do not always have sound subject knowledge. Therefore, misconceptions are not rectified in class and some explanations to pupils are overly complex and confusing.
- The school's new assessment system is having a limited impact on pupils' progress. While used consistently, there is too much reliance on peer and self-marking and few opportunities for pupils to respond to any comments made by the teacher.
- Although a baseline test and regular summative assessments have been introduced throughout the year, teachers do not consistently use this information to plan activities that will fill gaps in pupils' knowledge, understanding and skills.
- In particular, most-able pupils are not stretched or challenged. Their underachievement begins in the early years and continues throughout the school. Although some receive extension tasks, often these are 'more of the same' activities or they are asked to support least-able pupils. Extending their thinking and broadening their horizons through trips and activities is reliant on which teacher they have. The focus on improving basic reading and writing skills for the majority means that the most able

pupils have limited opportunities to study the wider curriculum or more challenging texts. Able Year 6 pupils spoke enthusiastically about extra sessions in mathematics, but these were taught by a different teacher, preparing them for Year 6 national testing.

- Equally, the least able are not given enough support to improve their understanding and skills. Many need to make rapid progress in order to catch up, particularly in writing. Although classrooms benefit from having teaching assistants, the effectiveness of their support is not always good enough. Often it depends on the working relationship they have with individual teachers. Training has been provided, but the quality of what teaching assistants deliver both in class and in small-group interventions is too variable.
- Improvements to the assessment system have been made this year. An attempt to implement whole-school practice around assessment and feedback to pupils is beginning to have an impact, although senior leaders know more needs to be done to ensure that there is strategic direction of teaching, learning and assessment across each key stage.
- Some teachers plan engaging and interesting tasks, check pupils' understanding regularly and intervene quickly. Pupils in these classes make better progress than others in the school. However, until this academic year, there have been limited opportunities for these teachers to share their ideas, skills and expertise.
- The learning environment, particularly classrooms, supports pupils' learning well. It is bright, with interesting displays that celebrate pupils' work.
- Some pupils benefit from interesting trips and involvement in a range of sporting and musical activities. A music concert for parents was held during the inspection and a performance of 'Charlie and the Chocolate Factory'. The school is particularly proud of the talented pupils who play in the steel-pan band. These pupils have access to a range of engaging activities which inspire them to work hard and learn.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- School leaders carefully record incidents although follow-up work to support the affected pupils is not always timely or appropriate. Often, actions are simply a conversation with the affected pupil rather than further monitoring or support from an external agency.
- Occurrences of bullying have been increasing over time. School leaders are aware of this and have increased opportunities for pupils to discuss what constitutes bullying, how pupils can protect themselves and what they should do, should it occur. Pupils are clear that bullying is dealt with quickly by the majority of teachers.
- While some teachers promote pupils' spiritual, moral, social and cultural development through, for instance, the use of the social and emotional aspects of learning (SEAL) programme, this is not used consistently across the school. Assemblies and circle time on Wednesday mornings do give pupils the opportunity to explore different issues as they arise and are linked to the personal, social, health education programme. However, the approach is inconsistent across year groups.

- The school has invested in an effective mentoring programme for pupils. A charity, Place2Be, operates four days per week and 'AIM – aspire, inspire mentoring' – works with approximately 36 identified pupils in Years 5 and 6. Pupils value highly these opportunities to talk through issues that concern them.
- 'Phoenix Place' offers a safe place for pupils to calm down and talk to staff about any emerging issues.
- The school site is very secure and well maintained. Pupils have safe places to play and mix with their friends. However, the staggered breaks and short lunchtimes mean that there are few opportunities for them to mingle with pupils or siblings in other year groups. In some areas of the site, there are limited activities for the pupils to engage in during these times and play equipment is sparse. School leaders are currently reviewing the structure and organisation of the school day.
- Staff know the pupils well and have positive and trusting relationships with them.
- Risk assessments, for instance around taking pupils on trips or fire drills, are in place to ensure that pupils are kept safe.
- Pupils are happy at school. They feel well supported and say that they enjoy coming to school. They know how to keep themselves safe, for instance using the internet or when travelling home.

Behaviour

- The behaviour of pupils requires improvement.
- In classes where teachers have low expectations or staff changes have been rife, low-level disruption is common. The majority of pupils arrive to their classroom keen and eager to learn. However, teachers often set tasks which do not interest pupils. This, alongside expectations of pupils' behaviour which are too low, mean that some pupils quickly become disengaged. Low-level disruption sometimes prevents the learning of other pupils.
- School leaders have worked hard this academic year to introduce a whole-school behaviour strategy. Where used consistently by staff, it has had a marked impact on the behaviour of pupils. Pupils quickly become quiet when asked and inappropriate behaviour is quickly addressed. Pupils understand the 'behaviour ladders' and positive rewards they can achieve, though say it is still used inconsistently by some teachers.
- Attendance has improved over time and is now just below the national average. However, the attendance of some pupils is too sporadic and lateness is rife. School leaders are aware of this. They have introduced new processes this year to track these pupils carefully and are working closely with parents to minimise poor attendance by certain pupils. New rules regarding parents phoning in, truancy calls, and leaders meeting and greeting pupils and parents at the gate, are beginning to have some impact. Nevertheless, leaders acknowledge that more needs to be done.
- Pupils' conduct around the school site is generally calm. Pupils are polite and respectful towards staff and each other. They were keen to share with inspectors how proud they are of their school.

Outcomes for pupils

are inadequate

- Most children enter the early years with skill levels below those typical for their age. Over time the proportion of children who have reached a good level of development has been lower than the national average. While some of the gaps seen previously between

boys and girls have begun to close, children still achieve less well than other children nationally. More accurate baseline assessments this year mean that leaders are able to track the progress these children are making more precisely.

- Phonics (the sounds that letters make) has not been taught systematically across all groups. Consequently, the number of pupils in Years 1 and 2 achieving the expected standard in phonics has been below the national average. Boys do not achieve as well as girls. A new systematic approach to teaching phonics was introduced in March 2016. It has begun to have an impact on some pupils, particularly among children in the early years. However, pupils have still achieved below national expectations in the phonics screening check this year.
- Pupils' attainment in reading, writing and mathematics at the end of key stage 1 has been consistently and significantly below the national average over time. There has been a further drop this year. Disadvantaged pupils, in particular, achieved less well than other pupils, especially in writing.
- At the end of Year 6, pupils' attainment has been significantly below the national average over time. This year, the proportion of pupils achieving the level expected for their age remained low in reading, writing and mathematics. Disadvantaged pupils, Black African and White British pupils' achievement was particularly poor across all areas.
- Pupils' progress at key stage 2 is below the national average in reading, writing and mathematics. While low for all pupils, it is particularly low for disadvantaged pupils. Groups of pupils, including the White British and Black Caribbean, do not make the progress they should.
- The small number of most-able pupils made better progress than this group nationally in mathematics, due to focused intervention prior to the national tests.
- Pupils who have special educational needs and/or disabilities have continued to make less progress than their peers in reading, writing and mathematics. Across and within year groups, their progress continues to be variable. Fifty-eight pupils have been involved in a six-week 'language for thinking' programme. This has had a positive impact on pupils' speech and language.
- While recent initiatives are beginning to have an impact on the progress current pupils are making, the extent of the gaps in pupils' knowledge and skills means that many will have to make rapid and accelerated progress in order to catch up. The progress that the majority of pupils are making is still below that expected.
- Improving pupils' reading skills has a high priority. The new phonics programme and a focus on teaching reading more systematically is beginning to have an impact. The teacher leading on literacy has plans in place to develop this area. However, many initiatives are in the early stages of development.

Early years provision

is inadequate

- Over time, progress in the early years has been inadequate. Children have not been assessed accurately on entry and therefore it has been difficult to track their progress. By the end of Reception, not enough children have acquired the skills necessary to start Year 1, nationally known as a good level of development.
- Phonics has not been taught systematically across the early years and key stage 1. A range of different methods have been used to teach children to read which have not been effective.

- The quality of teaching in the early years has not been good enough over time. Consequently, many pupils now in Years 1 and 2 have not acquired the basic skills necessary to access the key stage 1 curriculum.
- A new early years leader was appointed in September 2014. This academic year, under the leadership of the new acting headteacher, they have begun to make changes to the provision which is beginning to have an impact on children's progress. However, many of the initiatives are not embedded.
- Teaching and learning in the early years has been overhauled. There is now a focus on improving children's reading, writing and number skills. A systematic approach to teaching phonics was introduced in March 2016 which is beginning to have an impact on developing children's reading skills.
- Since September 2015, early years staff have undertaken accurate assessments of children on entry. Consequently, each child's progress can be measured more effectively and detailed records are now kept. However, it is difficult to ascertain the progress made by current children in Reception as the accuracy of their baseline assessments when they arrived in Nursery is questionable.
- The indoor and outdoor environments have been developed so that they are now bright, engaging and interesting. Staff work well with children to develop their skills, particularly in communication.
- Relationships with parents have improved and there are now more opportunities for parents to be involved in the life of the school and regular information on children's progress is shared.
- Staff training and a more structured approach to teaching have improved outcomes for early years children. There is an appropriate balance between staff-led and child-initiated activities that enables children to fully engage in their learning.

School details

Unique reference number	131925
Local authority	Croydon
Inspection number	10017485

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	1005
Appropriate authority	The governing body
Chair	Ian Mills
Acting headteacher	Emilie Haston
Telephone number	020 8689 7688
Website	www.kingsley.croydon.sch.uk
Email address	head@kingsley.croydon.sch.uk
Date of previous inspection	10–11 October 2012

Information about this school

- Kingsley Primary School is a larger than average-sized primary school.
- Just under half of the pupils are known to be eligible for the pupil premium which is above average. This government funding is used to support pupils who are eligible for free school meals or who are looked after by the local authority.
- The majority of pupils are from minority ethnic backgrounds. The largest groups are pupils who are Indian, any other Asian, Black Caribbean and Black African.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who receive special educational needs support is higher than the national average.
- Pupils with a statement of special educational needs or those with an education, health and care plan is above the national average.
- Pupils' attainment on entry into key stage 2 is significantly below the national average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching, learning and assessment across a range of year groups and subjects, including in the early years. Some observations were carried out jointly with school leaders.
- Discussions were held with the chair of the governing body, the acting deputy headteacher, the consultant who is supporting the acting headteacher, senior and middle leaders, groups of pupils and a range of staff including newly qualified teachers, and a representative from the local authority.
- Inspectors took account of the 54 responses to Parent View, and spoke to several more parents.
- The inspection team scrutinised a wide range of documentation which included records relating to pupils' behaviour and attendance, minutes of meetings and information on the progress made by pupils. Inspectors also scrutinised the school's self-evaluation and systems relating to the quality of teaching.
- Inspectors reviewed safeguarding records, policies and procedures, including checks done on the suitability of staff.

Inspection team

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Jeff Cole	Ofsted Inspector
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