

# Kinson Primary School

## Inspection report

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<b>Unique Reference Number</b>	113724
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	338227
<b>Inspection dates</b>	28–29 September 2009
<b>Reporting inspector</b>	Ken Bryan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Magowen
<b>Headteacher</b>	Liz Thomasson
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	School Lane Kinson Bournemouth BH11 9DG
<b>Telephone number</b>	01202 572713
<b>Fax number</b>	01202 582926
<b>Email address</b>	kinson@bournemouth.gov.uk

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Royal Exchange Buildings  
St. Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documents that included the school's development plans, safeguarding policies and procedures, governors' meetings minutes, samples of pupils' work, logs of the monitoring of teaching and pupil achievement data. In addition, the school was able to provide its own parent and pupil survey results.

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

- The progress made by pupils, particularly throughout Years 3 to 6.
- The quality of the teaching and how this impacts upon the progress of different groups of learners, especially those pupils with special educational needs and/or disabilities, boys, higher attaining pupils and pupils for whom English is not their first language.
- How well basic skills are taught, especially in reading at Years 1 and 2 and the extent to which pupils are encouraged to apply these skills in different curriculum subjects.
- The effectiveness of the school's leadership and management at all levels in helping to raise standards, especially what at the school are known as the Learning Strategy Teams.

## Information about the school

This is a large primary school where the vast majority of pupils come from White British backgrounds. Some of the small number of pupils from minority ethnic groups are learning English as an additional language. Children enter the school aged four into the two Early Years Foundation Stage classes with skills and knowledge that are generally below what is normally expected for this age group, particularly in communication, language and literacy, and social and emotional development. Over a third of the pupils have special educational needs and/or disabilities, which is much higher than the national average. The level of pupil mobility, where pupils join and leave the school other than at the start of Reception and the end of Year 6, is higher than the national average, especially between Years 3 and 6.

The school has Healthy School status and has been awarded the Marjorie Boxall Gold Quality Award for nurturing children. The school has its own breakfast club and there is after-school care run by a private provider. A privately run pre-school shares the school site.

**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

Kinson Primary is a good school where good support and guidance ensure that pupils learn in a caring, safe and happy environment. The leadership and management of the school have been strengthened as a result of changes in staffing, particularly in Years 3 to 6, and the introduction of Learning Strategy Teams where staff plan and oversee the monitoring of the curriculum. Under the good leadership of the headteacher, staff have a good understanding of what they need to do to help raise standards in the school. Consequently, there is a greater focus on teaching pupils basic skills and encouraging them to use these skills across the curriculum. Published data show that by the end of Year 6 pupils attain broadly in line with national averages. The progress made by pupils has been greater in Years 5 and 6 classes. However, inspection evidence shows that pupils now make good progress throughout Years 3 to 6. Children make good progress throughout the Early Years Foundation Stage, from starting points that are lower than the expectations for four-year-olds. This progress is maintained in Years 1 and 2, where pupils attain broadly average standards. There has been an increase in the proportion of pupils attaining higher levels at the end of Year 6 and pupils with special educational needs and/or disabilities and pupils whose first language is not English make good progress towards their challenging targets. The vast majority of parents, carers and pupils are positive about the school. A typical parental comment was, 'My children are happy to come to the school, which makes me happy in the knowledge that they will be effective learners.'

Among the school's particular strengths are the good work with parents and strong links with the local community. These are making a significant contribution to the personal development and well-being of pupils, especially for the most vulnerable and those with special educational needs and/or disabilities. Consequently, pupils' social development is good. The school's two nurture groups are particularly effective in providing support and guidance to pupils and parents to ensure good social and emotional well-being. Most pupils demonstrate good behaviour and they are caring and supportive of one another.

Teaching in the school is good overall. Teachers work hard to make learning as enjoyable and meaningful for pupils as possible. There are some good cross-curricular links in teachers' planning. The teachers have worked hard to develop positive relationships with the pupils and most classrooms are lively, purposeful places. In many classes, assessment strategies are employed effectively. However, in some lessons, pupils are unsure about what they have achieved and what they need to do to improve. This results in slower progress.

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The school has an accurate view of how well it is doing. Staff work collaboratively and effectively to help bring about improvement. The school rigorously uses pupil progress data to introduce timely and well-targeted interventions for children in need of extra support. This includes the careful monitoring of pupil attendance data. The percentage of pupil absences is slightly higher than average, but the situation is being improved as the result of targeted interventions, effective strategies and the involvement of external agencies. The school has carefully evaluated the way it promotes community cohesion. While links with the local community are strong and it has established links with a Spanish community, it has not developed links with communities within the United Kingdom. The school has a comprehensive range of action and improvement plans that give a coherent picture of school priorities, timescales and measurable outcomes. These effectively enable the school's leadership and the governors to monitor, evaluate and measure the impact of its work and to demonstrate the school has good capacity to improve further.

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

- Raise levels of pupil attendance through the setting of challenging targets and the establishment of inter-class or year-group competitions.
- Ensure that the quality of teaching throughout the school is consistently good by improving assessment to include pupils in evaluating their own learning in terms of what they have achieved and what they need to do to improve.
- Increase pupils' knowledge and understanding of the cultures, lifestyles and beliefs found in the United Kingdom.

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

**2**

Most pupils enjoy coming to school and the vast majority say they feel safe and well supported by all adults. Pupils demonstrate an excellent understanding of how to stay healthy and lead healthy lifestyles. As the result of the school's caring and supportive ethos and consistently applied behaviour management strategies, most pupils behave well and demonstrate good attitudes and values. Pupils make good progress in their personal and social development. They demonstrate a good understanding of right and wrong. However, the pupils' knowledge and appreciation of other cultures and faiths are insufficiently well developed. Most pupils achieve well in relation to their low starting points. This is particularly apparent in the two Early Years Foundation Stage classes. Pupils begin school below expected levels for their age. The school has successfully reversed the downward trend that resulted in below-average standards at the end of Year 6 in English in 2008. Current Year 6 pupils are back on track to reach average levels. There have been marked improvements in attainment in both English and mathematics and the proportion of pupils who reach higher than average levels. School data and inspection evidence also confirm that most pupils are now making good progress and achieving well,

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especially those pupils with special educational needs and/or disabilities, higher attaining pupils, and those pupils for whom English is not their first language. Teachers are successfully addressing the gaps in pupils’ knowledge and understanding that arose from weaker teaching in the past. In addition, the school is also working hard to address the affects of high levels of pupil mobility.

The overall level of pupil attendance is just below average due to a small number of persistent absentees and the number of children who are taken on holiday during term time. Attendance rates are slowly increasing due to the school’s hard work in challenging the number of absences and by celebrating good attendance.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Most teachers excite and motivate pupils by their imaginative methods and highly challenging activities, which help maintain a rigorous pace and very good learning. Relevant and practical lesson activities engage pupils' interest and teachers use resources, such as interactive whiteboards, effectively to help pupils understand easily. Teaching assistants make an important contribution to supporting group and individual learning. Marking is often of a good quality, although some teachers do not always give pupils sufficient advice on how they can improve. Teachers usually explain clearly what pupils are expected to learn, but they do not always give them opportunities to take part in evaluating how well they have achieved the intended outcome. The well-planned and creative curriculum inspires pupils. There is a strong emphasis on the development of literacy and numeracy skills, with planning adapted

<sup>1</sup> 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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especially well to address the weaker aspects of pupils' learning. For example, the introduction of a writing toolkit into Years 3 to 6 provides pupils with clear and challenging guidance when tackling their Second World War and Roald Dahl projects. Improved provision for the teaching of letters and sounds in Years 1 and 2 is now having a positive impact upon progress in reading, following a dip in achievement last year. Assessment and tracking information is used well to set up specific programmes for pupils who need extra support. Well-managed, carefully-targeted support for pupils with special educational needs and/or disabilities and for those learning to speak English leads to good progress. Higher attaining pupils are now making better, at least satisfactory, progress as the result of challenging tasks suited to their needs and interests. The school's two nurture groups are outstanding, providing guidance for vulnerable pupils in need of social and emotional support. Enrichment activities are good, and include a range of visits, visitors and after-school clubs. Pupils' well-being is at the heart of the school's vision. This is immediately evident in the warm and welcoming atmosphere that greets pupils as they arrive. Good support from external agencies and effective child protection procedures help to ensure pupils are safe and well cared for. Robust systems for monitoring attendance include close links with outside agencies and effective data analysis.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has successfully created a strong and highly effective strategic leadership team that shares her vision and high aspirations for the school. Subject leaders have readily embraced new initiatives that are designed to improve the pupils' learning. Rigorous self-evaluation by all staff who hold responsibilities identifies the right priorities for improvement and leads to carefully-planned actions. This includes the effective Learning Strategy Teams who carefully monitor the effectiveness of teaching, the curriculum and the many interventions to support learning. This has resulted in better outcomes, particularly, but not exclusively, for those pupils in receipt of extra support and higher attaining pupils. The school's commitment to the promotion of equality of opportunity is clearly evident in its policies and procedures. In addition, the small numbers of pupils from minority ethnic groups make similar or better progress other pupils of the same age.

Governors are supportive of the staff and they are highly visible around the school. They engage regularly with parents and the local community to seek their views and respond to their concerns. The governing body meets its statutory duties,

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particularly with regard to health and safety and the safeguarding of the pupils. With good effect, governors are very involved in determining the school’s strategic direction and they challenge senior leaders to account for the standards pupils achieve. The school has a good understanding of its local community and it has established effective partnerships with parents. However, the school has yet to overcome issues relating to pupil absence by addressing persistent absenteeism by a small number of pupils and those children who go on holiday in term time.

The school has taken effective steps to promote community cohesion at a local level and it is successfully exploring links with international learning communities. It has a clear strategy but is in the early stages of implementing plans to encompass United Kingdom national issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make a very settled and happy start to the school. They thoroughly enjoy learning in this exciting, colourful and very well-equipped environment. The teachers plan an interesting and stimulating range of activities around central themes that incorporate all areas of learning and take good account of the children’s own interests. Children move freely between the classroom and the extensive outdoor area, learning through play and exploration. There is a good balance between adult and child-initiated activities. The children’s knowledge and imagination are developed well. Children have many opportunities to learn about the world around them. On entry, children’s skills and experience are lower than those expected for their age especially in personal, social, numeracy and language development. Good quality teaching of early reading, writing and number skills and outstanding personal development lay an excellent foundation for children’s future

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learning. By the time children enter Year 1, standards are close to the national average in most areas of learning which represents good progress. Teachers and other adults work together extremely well, making carefully planned observations of every child and discussing their learning with them. Children’s progress is carefully recorded and tracked and interventions to support learning and personal development are both timely and effective. Excellent provision for children’s welfare ensures that children are safe and well cared for. Many parents agree with this. One parent summed up the majority view stating, ‘The school has been excellent in the way they start new children.’ Transitions between pre-school and the Early Years Foundation Stage classes and then into Year 1 are effectively managed. Good leadership is firmly grounded in the confident knowledge of how children learn and develop.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 vast majority of parents and carers believe that their children enjoy school and that they are safe and supported. A small minority of parents expressed some concerns about safety, but these were investigated by the inspection team who are confident that the school has resolved the issues appropriately. Most parents believe that their children are making good progress and inspection evidence, through classroom observations and the analysis of data, supports this. A small number of parents expressed concerns about the behaviour of the pupils. The inspection team judges that strategies and procedures are employed consistently. In addition, the provision of nurture groups and programmes to promote social and emotional well-being are very effective. Consequently, the behaviour of most pupils is good. The very large majority of the parents are confident that the school is good overall and is being managed effectively.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kinson 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 341 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	58.7	17	37	2	4.3	0	0
The school keeps my child safe	26	56.5	17	37	2	4.3	0	0
The school informs me about my child’s progress	15	32.6	25	54.3	3	6.5	0	0
My child is making enough progress at this school	20	43.5	21	45.7	2	4.3	0	0
The teaching is good at this school	23	50	21	45.7	1	2.2	0	0
The school helps me to support my child’s learning	18	39.1	24	52.2	2	4.3	0	0
The school helps my child to have a healthy lifestyle	20	43.5	24	52.2	1	2.2	0	0
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	32.6	24	52.2	2	4.3	0	0
The school meets my child’s particular needs	22	47.8	19	41.3	3	6.5	0	0
The school deals effectively with unacceptable behaviour	22	47.8	17	37	4	8.7	0	0
The school takes account of my suggestions and concerns	17	37	21	45.7	3	6.5	1	2.2
The school is led and managed effectively	26	56.5	14	30.4	1	2.2	1	2.2
Overall, I am happy with my child’s experience at this school	28	60.9	15	32.6	1	2.2	1	2.2

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 all 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.



30 September 2009

Dear Pupils

### **Inspection of Kinson Primary School, Bournemouth BH11 9DG**

Thank you for such a warm and caring welcome to your school yesterday and for helping us during the inspection. Yours is a good school. You are clearly very happy and you are well supported by all of your teachers and other adults in the school. We were impressed by your behaviour and by the way you support one another. Here are some of the strong features we found.

- The teachers plan and provide interesting lessons that enable you to enjoy learning and make good progress as you move through the school.
- Your behaviour and attitudes are good which help you to learn.
- Children in the Early Years Foundation Stage classes get off to a good start.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- All adults in the school take good care of you by making sure that you are safe.
- It is clear that you know how to eat healthily and lead healthy lifestyles.

The school runs smoothly. We much enjoyed the very colourful displays. The headteacher, her staff and the governors make a good team. They know what the school needs to do to improve and how well it is doing. We have asked them to work on three things to make the school even better.

- To make sure that you all attend the school regularly.
- To ensure that all of you have a good understanding of how well they are doing and what they need to do to improve.
- To help you understand more about other communities further away in the United Kingdom.

You can help make these things happen by continuing to behave well, support one another, and by working hard.

Yours faithfully

Ken Bryan  
Lead inspector

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