

Inspection of Kingsfield Primary School

Burnsfield Street, Chatteris, Cambridgeshire PE16 6ET

Inspection dates: 30 June and 1 July 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils are well cared for at this welcoming and inclusive school. Pupils enjoy their learning. They find it fun and interesting. They are curious and always want to find out more. Pupils know that staff care for them. Pupils feel safe and are safe.

Staff have high expectations of pupils and want pupils to achieve well. Pupils know the school motto, 'Ready, respectful and safe'. They say it helps them to understand how they should work with one another while at school. Pupils are proud of their achievements, such as star awards and resilience rocks certificates.

Pupils behave well in lessons and around the school. They are polite and courteous to visitors. There are a few occasions when pupils misbehave. However, teachers deal with this quickly. If bullying occurs, pupils are confident to report their concerns to adults so they can be sorted out. Most pupils attend regularly. There are a few pupils who are often absent. This means that they do not enjoy participating in the exciting learning opportunities planned for them.

Pupils take on responsibilities to promote their independence, such as being a member of the school parliament.

What does the school do well and what does it need to do better?

Strong leadership has brought about significant improvements in the quality of education. New leaders strive to ensure that all pupils receive a high-quality education offer. Staff training is effective. It has contributed well to building a cohesive team that is taking this school from strength to strength.

The curriculum is well planned from the early years through to Year 6. It sets out the key knowledge that pupils should know and learn. Pupils study a full range of subjects that are well planned. They are increasingly well prepared for moving to secondary school.

Teachers effectively use leaders' guidance when teaching a sequence of lessons. They carefully choose activities which interest and ensure pupils achieve well. Teachers ask questions to check what pupils have remembered. They continue to use this information to build pupils' knowledge step by step. A few teachers are not confident in their knowledge of some subjects. When this is the case, teachers are not clear about the important learning pupils need to remember. Some pupils are not able to remember their learning as easily.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders work alongside teachers to ensure that pupils' needs are met well. At times, pupils receive extra help to ensure that they are ready to learn. Pupils with SEND have the same opportunities as their peers to succeed and achieve well.

Leaders have implemented a new reading programme to develop pupils' early reading. Pupils receive consistent teaching to build their knowledge of the sounds they need to read fluently. Staff pay close attention to how well pupils read. They provide extra support for pupils when required. Older pupils continue to develop their reading accuracy. Leaders promote a love of reading through effective use of book corners and regular reading through the school day.

Children in the early years get off to a good start in their education. The early years environment is purposeful. Teachers develop children's language development well. Staff ask children to talk about their work to promote speaking and listening skills. Adults choose activities to stimulate children's thinking and concentration. Children build their confidence and work cooperatively with one another. They are well prepared for their next stages of education.

Leaders and staff provide pupils with opportunities to help them understand about being good citizens. Pupils undertake responsibilities in school. They apply for roles such as play leaders and mediators, and receive relevant training. Members of the school parliament work on different aspects of the school to help make it better. Pupils speak thoughtfully about the importance of working together and respecting difference. Pupils' awareness of different cultures is more limited. There are fewer opportunities to help them understand about life in multi-cultural Britain.

Pupils are attentive in class. They enjoy positive relationships with adults. They work willingly and happily follow adults' directions. There is little disruption to lessons and pupils can learn and work well.

The trust provides appropriate support and challenge through the interim executive board. They check the work of leaders so that their actions have a positive impact upon improving the school. Working with leaders, the trust has provided timely professional development which has built the capacity of school team. Staff appreciate the support leaders provide for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place high importance on keeping pupils safe. Systems are robust for identifying the needs of pupils. Staff receive regular training especially for issues that arise in the local community. Staff know what to look for and report any concerns. Pupils' welfare and safety is supported beyond the school. Leaders help families, providing effective links with outside agencies. Leaders are tenacious in gaining the help that pupils and families need.

Leaders make appropriate checks before staff begin working with pupils. Pupils understand how to keep themselves safe both in and out of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few teachers are not confident in the knowledge they need to teach all subjects well. They do not accurately identify the key knowledge pupils must learn. Some pupils are not able to remember the important things that helps them to build their understanding in a subject. Leaders should ensure that all staff receive the training they need to teach the curriculum well, so more pupils learn and remember more.
- A small minority of pupils do not attend school frequently enough. Leaders' actions have not had success in improving some pupils' attendance. These pupils do not access the well-planned curriculum to support their learning. Leaders should continue to work with families to reduce persistent absences and ensure all pupils attend school regularly.
- Many aspects of pupils' personal development are well planned. However, there are limited opportunities to promote pupils' understanding of different cultures. Consequently, pupils are not as knowledgeable as they need to be about life in modern Britain. Leaders should continue to build on their approaches to develop pupils' greater cultural awareness of a multi-cultural Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140888
Local authority	Cambridgeshire
Inspection number	10199976
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	Board of trustees
Chair of trust	Bob Dool
Headteacher	Katherine Coates
Website	www.kingsfieldprimary.org
Date of previous inspection	5 and 6 May 2021, under section 8 of the Education Act 2005

Information about this school

- A new headteacher was appointed in September 2020. The headteacher is now the executive headteacher. A head of school was appointed in March 2022.
- Kingsfield Primary School is part of the Active Learning Trust.
- Following the previous inspection, the trust set up an interim executive board (IEB) to provide governance to the school. The IEB is chaired by the trust's director of education.
- The school makes use of three alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- During the inspection, inspectors met with the head of school, the executive headteacher, the assistant headteachers, one of whom is the inclusion leader, and the

early years leader. Inspectors also met with representatives from the trust including the chief executive officer and the director of education.

- Inspectors carried out deep dives in reading, mathematics, history and design technology. Inspectors met with subject leaders, visited lessons, talked with teachers, talked with pupils, and looked at pupils' work. Inspectors listened to pupils read to a familiar adult.
- Inspectors reviewed documents about safeguarding including the single central record. Inspectors met with the designated leaders for safeguarding. Inspectors scrutinised other school documentation including leaders' curriculum plans, school self-evaluation, the school improvement plan, external audits and reviews and minutes of the IEB.
- The lead inspector held a telephone conversation with staff at the alternative providers used by the school.
- Inspectors considered 47 responses to Ofsted's online questionnaire, Parent View, including 46 free-text responses received during the inspection. Inspectors also met with parents informally as they collected children from the school.
- Inspectors also considered 38 responses to the staff survey. There were no responses to the pupil survey. Inspectors talked to pupils about their experiences of school life.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Kristian Hewitt

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022