

Kings Ash Academy

Pimm Road, Paignton, Devon, TQ3 3XA

Inspection dates

18–19 June 2014

Overall effectiveness	Previous inspection: This inspection:	Not previously inspected	Requires improvement	3
Achievement of pupils	Good			2
Quality of teaching	Good			2
Behaviour and safety of pupils	Requires improvement			3
Leadership and management	Good			2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The behaviour of the pupils outside of the classroom, especially on the playgrounds, is not good enough. Pupils from different age groups do not always mix well together. Some older pupils do not provide appropriate role models for the younger pupils.
- Children in the Nursery and Reception classes do not make sufficient progress because there is not enough emphasis on acquiring basic skills in numbers, reading and writing.
- The majority of pupils behave well in the classroom. However, low level disruption occurs in a small number of lessons.
- Relationships with parents are not yet strong or effective enough. A significant number of parents have expressed concerns regarding pupils' behaviour.
- The presentation of work in some year groups is not of a high enough standard.

The school has the following strengths

- The headteacher provides determined leadership. Her vision for the school is supported by staff and governors and is resulting in ongoing improvement.
- From Year 1 onwards pupils make good progress in all subjects and reach standards close to the national average.
- Good teaching means that all groups of pupils achieve well. Pupils supported by additional funding through the pupil premium achieve as well as their classmates.
- Attendance has improved and is now above national levels.
- The teaching and learning of phonics (the sounds that letters make) have improved.
- There are effective systems to check on pupils' progress regularly. The teachers know all their pupils well and are aware of their individual needs and levels of ability.

Information about this inspection

- All staff were seen teaching. The inspectors observed 27 lessons, eight of which were joint observations with the headteacher and deputy headteacher. A whole school assembly was also observed.
- Pupils from Years 2 and 3 were heard to read individually.
- Meetings were held with the Chair of the Governing Body and three other members, the academy improvement partner, senior staff, the special educational needs coordinator, subject leaders and groups of pupils.
- The inspection team took account of 11 submissions to the online survey, Parent View, and the academy's own survey of parental opinion, as well as conversations with parents before and after school. The views of the 26 staff who completed the staff questionnaire were also taken into consideration.
- The inspectors also looked at a range of documentation including the academy's own information about pupils' achievement, the academy's self-evaluation, safeguarding records and procedures, and information relating to attendance and behaviour.

Inspection team

Mark Anderson, Lead inspector	Additional Inspector
Marian Marks	Additional Inspector
Alan Jones	Additional Inspector

Full report

Information about this school

- King's Ash Academy is larger than the average-sized primary school and is located near the centre of Paignton.
- Each year group has two classes.
- The majority of pupils come from a White British background.
- The proportion of pupils supported through the pupil premium is significantly above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also significantly above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has an on-site support unit.
- The school operates a daily breakfast club which is managed by the governing body and was included in this inspection.
- King's Ash Academy converted to become an academy school in September 2012. When its predecessor school, King's Ash Primary, was last inspected by Ofsted it was judged to be satisfactory.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding in order to enable more pupils to reach the highest possible achievement by making sure that:
 - teachers are checking pupils' progress carefully in lessons and using the information more effectively to move pupils on to more challenging work as quickly as possible
 - pupils' presentation of their work is neat and accurate in all subjects.
- Improve the standard of behaviour outside of the classroom and throughout the school day by:
 - establishing higher expectations of behaviour that are applied and followed up consistently by all staff
 - ensuring closer supervision during break times and lunch time
 - develop closer relationships with parents and put in place higher expectations.
- Improve the level of achievement in the Early Years Foundation Stage by ensuring that pupils acquire a sound grasp of basic number, reading and writing skills.

Inspection judgements

The achievement of pupils

is good

- Achievement is good throughout the school and the great majority of pupils make good progress in relation to their starting points. Standards of attainment have improved in the last two years and are now close to average in English and mathematics.
- The majority of children join the Nursery and Reception classes with skills and knowledge that are below those typical for their age. A significant number have low levels of personal and social development and speaking and listening skills. Children settle well. However, they do not make as much progress as expected in the Early Years Foundation Stage because there is not a strong enough focus on learning and acquiring the basic skills.
- By the end of Key Stage 1 the majority of pupils have made up for the relatively slow start in the Early Years Foundation Stage. This progress is maintained as they move through Key Stage 2. Pupils leave Year 6 having achieved standards in English and mathematics that are broadly in line with national averages.
- Approximately two thirds of the pupils at King's Ash are eligible for support from the pupil premium funding. These pupils are also making good progress through effective one-to-one support and small-group teaching in lessons. As a result, they are reaching standards comparable to similar pupils nationally. There are no gaps between the standards achieved by pupils known to be eligible for free school meals and those of other pupils.
- A significant proportion of pupils have special educational needs. Disabled pupils and those with special educational needs make good progress due to the quality of the challenge and support in place. The school operates a pastoral support provision, known as The Support Base, which provides good support for pupils with demanding behavioural needs. It ensures that they have the chance to make good progress, academically and socially.
- A large number of pupils join and leave King's Ash in different year groups. However all pupils are making good progress relative to their starting points, irrespective of when they join the school.
- This year an increasing proportion of current pupils are expected to achieve the higher Level 5 in English and mathematics. The school's information shows that there is an increasing number of pupils working at levels above those expected for their age. This improvement is evidence of an increased level of challenge that has been provided for the most able pupils.
- Pupils' grasp of phonics (the sounds letters make) in the Year 1 check has significantly improved and is stronger than in previous years when pupils were below average. Pupils have regular opportunities to read for a variety of purposes in lessons. Together with improvements in reading support throughout the school, this has resulted in improved standards in reading.

The quality of teaching

is good

- Teaching is generally good and pupils respond well to their teachers' expectations and interesting activities which enable them to make good progress. Staff are enthusiastic and their good relationships with their pupils support the successful learning that takes place.
- The headteacher has focused on improving teaching and has given clear direction to staff. Expectations have been raised and this has resulted in more pupils making faster progress and a greater proportion of good elements to teaching.
- A scrutiny of pupils' books shows that pupils learn well and make consistently good progress.
- Teamwork is a strength of the school. Teachers and teaching assistants work well together. Teaching assistants make a valuable contribution to pupils' learning, particularly for those who need extra help. They skilfully carry out clear roles and responsibilities.
- Children in the Early Years Foundation Stage have access to well-resourced outdoor and indoor areas. But, the teachers do not focus effectively enough on developing the children's reading, writing and basic number skills. Opportunities to extend their learning are also sometimes missed

when they are engaged in a wide range of learning activities.

- Planning is consistent across the whole school and supports pupils' learning well.
- Teachers do not always keep a close check on pupils' progress in lessons and pupils are not always moved on to more challenging tasks as quickly as possible.
- Both teachers and pupils appreciate that it is sometimes helpful to take 'risks' and that this often adds to their enjoyment and understanding in teaching and learning. Attitudes to learning are generally positive, although there is some minor disruptive behaviour in some lessons and year groups.
- Class teachers and senior leaders regularly check on pupils' progress. If any pupil is not keeping up they are provided with appropriate support to help them close the gap. As a result, disabled pupils and those with special educational needs make good progress, as do those pupils who are eligible for extra support from additional funding.
- Enthusiastic teachers make learning enjoyable for most pupils and use a range of resources, for example video clips to capture pupils' interest and stimulate their imagination. This was observed in a Year 4 lesson in which pupils were working in pairs to develop a product which they were going to 'pitch' to the 'Dragon's Den'.
- There is now a greater focus on teaching pupils to read throughout the school. Daily teaching of phonics and guided reading activities for all age groups support the development of pupils' reading skills and encourage a desire to read for pleasure.
- Teachers create attractive and stimulating learning environments. Classroom and corridor displays are eye-catching and of high quality, incorporating a great deal of the pupils' work.
- The pupils develop good computing skills. They are given the opportunity to use information and communication technology regularly in a variety of subjects.
- Teachers' marking across the school is of a good standard and explains what pupils need to do to improve their work, but the quality of presentation in some year groups could be improved.

The behaviour and safety of pupils

require improvement

- The behaviour of the pupils requires improvement. Although behaviour has improved with new rewards and sanctions, it is still not good enough outside of the classroom, and particularly in the playgrounds. This is acknowledged in the school's own checks on how well it is doing.
- In the majority of lessons pupils behave appropriately and are keen to learn. However, in some lessons and year groups there is minor disruption which has a negative impact on pupils' learning.
- Relationships between staff and pupils are good overall, but relationships between pupils in some year groups and across the different age groups are not as positive. Not all of the older pupils look out for the younger pupils and they do not provide good role models.
- A significant number of parents who spoke to the inspectors, or who responded to the on line questionnaire, Parent View, consider that behaviour was not good outside of the classroom. They thought that the school did not always deal successfully with bullying which recurred sometimes. The response of a number of parents to the school's recent survey also reflected concerns relating to pupils' behaviour.
- Outside of the classroom, a number of pupils do not show appropriate levels of respect and consideration for each other. Staff's expectations of standards of behaviour are not consistently high enough.
- Pupils' attendance has improved and is now above average. The school checks attendance regularly and there are effective strategies and rewards in place to encourage all pupils not to take any time off school.
- School's records provide evidence that pupils' conduct has shown signs of improvement over time, although it is not yet good.
- The school's work to keep the pupils safe and secure is good. The pupils understand different types of bullying and understand how to keep themselves safe in a range of situations, including

those related to e-safety.

- Pupils who have additional behavioural needs are well looked after. The Support Base provides an effective nurturing provision within the school and the extra care and support needed.

The leadership and management are good

- The headteacher has provided strong leadership and has been well supported by an effective management structure, incorporating senior leaders and three phase leaders who all have clearly allocated areas of responsibility.
 - Since academy conversion, pupils' progress and achievement have improved. The school accurately evaluates its performance and identifies which areas need to be improved. Staff are well motivated and supportive of each other. They demonstrate a shared sense of responsibility for, and commitment to, the school's continued improvement.
 - Governors are committed and supportive of the school and are working hard to improve their effectiveness and the rigour with which they challenge the school.
 - Pupils' progress is checked regularly each half term. Pupils falling behind are given the help they need to catch up.
 - The school has effective systems in place for monitoring the quality of teaching. Teachers understand that they are accountable for their pupils' progress and their performance targets are linked closely to pupils' achievement. All staff who returned questionnaires feel proud to be at King's Ash. They consider that they are well supported by the leadership, as well as being encouraged to develop their skills through appropriate professional development.
 - The school makes effective use of additional funding (pupil premium) to provide small-group and one-to-one booster sessions. This allocation of the funding ensures that the large number of eligible pupils make good progress alongside their peers.
 - Good links have been established with a range of partners and the local community, as well as schools within the Prospects Academic Trust. The school has also had appropriate support from the academy chain.
 - Kings Ash's commitment to equal opportunity is reflected in the similar standards and progress of pupils who are eligible for additional funding.
 - Primary school sport funding is allocated to provide specialist sports coaching from external coaches, staff training and a wider range of sports activities and clubs. The school is closely monitoring the increase in pupil participation in sports activities.
 - Although parents have expressed concerns regarding the standards of behaviour, the majority consider that their child is well taught and are pleased with their children's progress.
 - Pupils' spiritual, moral, social and cultural development is well catered for through an exciting and creative curriculum. For example, in the week prior to the inspection, the whole school was involved in a very successful Business Enterprise Week, which provided the pupils with a real insight into the world of commerce.
 - The well-attended breakfast club offers a relaxed, well-supervised and positive start to the school day.
- **The governance of the school:**
- Governors have a sound understanding of the school's strengths and areas in need of improvement. Governors have benefited from relevant training and have a good grasp of how well pupils at Kings Ash are achieving compared to pupils nationally. They have discussed and agreed how the pupil premium funding is allocated and have reviewed the impact of this spending on the progress of eligible pupils. They know how the additional sport funding has been spent and how it has improved pupils' sporting opportunities and experiences. Governors are reasonably well informed about the quality of teaching and make sure that pay and promotion are linked to the impact of staff's teaching on achievement. The school's finances are managed well and closely audited. Governors check that all statutory safeguarding requirements are met and that all pupils are given equal opportunities.

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	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.
		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.

School details

Unique reference number	138773
Local authority	Torbay
Inspection number	440113
Type of school	Primary
School category	Academy Converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Wendy Burridge
Headteacher	Tracey Jones
Date of previous school inspection	Not previously inspected
Telephone number	01803 555657
Fax number	NA
Email address	admin@kingsashacademy.org

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