

Kings Ash Academy OFSTED – 12th and 13th July 2016

SUMMARY FOR PARENTS

The school has the following strengths

- The vision and determination of the headteacher has generated a strong, caring ethos.
- Pupils' learning is improving quickly and there is now a culture of higher expectations.
- Leaders are being rigorously challenged and supported by the Bay Education Trust to improve pupils' outcomes.
- Leaders are tackling weaknesses in teaching in a determined way and this is improving pupil outcomes.
- The leadership and quality of teaching in early years is good. Children make good progress in all areas of learning and are well prepared to start Year 1.
- Pupils' behaviour is good in classes and around the school. They enjoy coming to school and this is reflected in their improved attendance.
- Pupils are well cared for. Leaders ensure a high standard of welfare for pupils and work well with external agencies.
- Pupils with special educational needs or disability make good progress because they are well supported by adults.
- Parents feel positive about their child's education because they now feel that leaders involve them in the life of the school.

Effectiveness of leadership and management is good

- Over the past two years, the headteacher has demonstrated a robust drive and a clear vision for the school. She is determined to provide high quality learning opportunities for all pupils and has already successfully created a strong caring ethos throughout the school.
- Senior leaders and governors accurately evaluate the strengths of the school and areas that need developing further. They have creatively tackled difficult financial decisions to make best use of the resources they have.
- The high expectations of the headteacher are reflected in the determination of her senior and middle leaders to improve the quality of teaching
- Senior leaders monitor the quality of teaching well and teachers are clear about the aspects of their teaching that they need to improve.
- The special educational needs coordinator successfully identifies the specific educational needs of pupils so these pupils do well.
- The curriculum is broad and balanced which not only develops pupils' key skills but also offers them good opportunities to develop their linguistic, musical, artistic and sporting skills
- British values are well developed within the school curriculum
- Leaders place a strong emphasis on pupils knowing what is right and wrong and behaving cooperatively. Leaders have recently developed a set of values which promote good learning habits that pupils and staff know and support.
- Leaders communicate well with the community, families and parents and take every opportunity to talk to parents. One parent said, 'the head and deputy always have their doors open whenever anyone needs them'.
- The Bay Education Trust Board now hold leaders rigorously to account for the quality of teaching and pupils' outcomes.–The Bay Trust Board's chief executive officer has played a key role in supporting the headteacher during the reorganisation of the senior leadership team

Personal development, behaviour and welfare is good.

- Since the previous inspection behaviour has improved in classrooms and around the school. Pupils are keen to learn and willingly work together, supporting and challenging each other. Lessons flow smoothly because pupils respond quickly to instructions.
- Generally, pupils feel that behaviour around the school is good. They know that there are high expectations and that teachers usually deal with lapses in behaviour well.
- Pupils respond well to rewards for good behaviour. They are proud to show their reports where good attitudes to learning are praised.
- The school's work to promote pupils' personal development and welfare is good. Staff care a great deal about pupils' personal development.
- Teachers and leaders know pupils' emotional needs and so can help them to be successful learners. Parents of pupils with special educational needs or disability were keen to explain how thoughtfully leaders work to integrate their children into school life so that they 'thrive'
- Leaders have developed effective programmes to support the emotional development of children. With the family support worker, leaders work well with families so that children's learning is understood and supported at home.
- Pupils are safe and secure in the school. They know who to talk to if they need to and learn how to keep themselves safe online and from the influence of radical views

The early years provision is good

- Changes in the early years leadership in September 2015 have resulted in children making much better progress and improved outcomes. This is because the new leader has accurately identified what needed to improve. A highly effective team of teachers and additional adults have rigorously implemented the early years leader's vision for the best quality provision.
- Teaching and learning are consistently of a good standard and phonics is taught well
- Staff update records of children's progress regularly and these give a clear and accurate view of each child's development
- Children behave well at all times, feel safe and are safe. They play and learn cooperatively and respond well when teachers prompt them to listen and change activity.
- Leaders ensure safeguarding procedures and practice are effective and have a high priority.
- Teaching staff are knowledgeable about the development of two-year-olds emotional and physical needs. They provide a good range of varied activities that encourage children to learn on their own, in pairs and as a group. The development of children's language and communications skills is very successful because it is given a high priority.

Quality of teaching, learning and assessment requires improvement

- Good teaching in key stage 1 helps disadvantaged pupils to make strong progress. This is because teachers plan learning well and understand what motivates disadvantaged pupils. However, this is less successful in key stage 2.
- Teaching requires improvement in key stage 2. It is good in early years and key stage 1 because teachers understand what they need to do to help their pupils' make good progress.
- Teachers in key stage 2 do not expect enough of their pupils

- Teachers do not plan well enough to extend the more able pupils' knowledge or to deepen their understanding.
- Teaching for pupils who have special educational needs or disability is skilfully planned and meets their needs well.
- Assessment systems are used well in early years and key stage 1 to accurately monitor progress and hold the teachers to account for pupil outcomes. However, the new system for monitoring pupils' progress in key stage 2 is not yet producing accurate information. Feedback to pupils in key stage 1 and 2 is inconsistent.
- Teachers do not always have the highest expectations in the way that pupils present their work, particularly their handwriting.
- Well-trained adults effectively improve pupils' learning because they know when best to intervene and adeptly ask questions to develop pupil understanding. This is especially so for pupils with special educational needs or disability.

Outcomes for pupils requires improvement

- Outcomes are better at the lower end of the school with impressive progress being made in early years.
- Many of the pupils start school with poor levels of communication skills. They make good progress in their phonics (the sounds that letters make) during their time in early years and in Year 1.
- Pupils make good progress in key stage 1.
- Progress in Years 3, 4 and 5 is slowly improving but gaps in their learning are not yet fully closed.
- Overall, Year 6 outcomes are well below age-related expectations in reading, writing and mathematics. Although the proportion of pupils who reached the expected standard for grammar, punctuation and spelling was in line with age related expectations, their ability to write fluently, accurately and neatly is weak.
- The most able pupils do not make enough progress
- Outcomes for pupils who have special educational needs or disability are improving.
- The most recent test results at the end of key stage 1 show that disadvantaged pupils achieved well and there were no differences in the outcomes between them and their peers.

What does the school need to do to improve further?

Improve pupils' progress in writing by:

- developing pupils' language and spelling so they can write to a consistently high standard in all subjects providing more opportunities for pupils to write at length
- ensuring pupils' handwriting and presentation of their work is of the highest quality.

Improve achievement for the most able pupils by:

- giving pupils time to think more deeply about what it is they are learning questioning pupils effectively to probe and extend their learning.

Improve the quality of teaching, learning and assessment, particularly in key stage 2, by:

- ensuring that planning is of a consistently high quality across classes in the same year group
- developing a common understanding of the standards pupils should achieve by different ages
- accurately assessing pupils' work and using this to plan learning which challenges them
- having the highest expectations of what pupils can achieve
- providing pupils with feedback so that they know how to improve their work.

This is a school that requires improvement because:

- Not enough pupils make the progress in writing they are capable of. This is because opportunities to develop these skills across all subjects are limited.
- Teachers do not always have the highest expectations in the way that pupils present their work, particularly their handwriting. This contributes to a lack of fluency in their writing.
- Teaching in key stage 2 is not as strong as it is in other parts of the school. Consequently, it does not always meet the needs of pupils' learning and slows the rate of progress.
- The newly introduced assessment system is not being used consistently in key stage 2. Teachers do not always know how to assess pupils' work and achievement is not recorded accurately. As a result, teachers do not consistently pitch the learning to meet the needs of their pupils.
- The most able pupils do not make the progress they are capable of. Teaching does not consistently challenge them to extend their thinking or deepen their learning.
- The feedback given to pupils in key stage 1 and 2 is inconsistent. It does not always follow the school's policy which means pupils do not understand how to improve their work.