

# Kingmoor Nursery and Infant School

Hether Drive, Lowry Hill, Carlisle, Cumbria CA3 0ES

## Inspection dates

4–5 October 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, the headteacher, governors and other leaders have quickly and effectively responded to address issues identified. The headteacher and governors have taken the lead in developing a positive learning culture.
- Leaders have an accurate understanding of the strengths and areas for development for the school and take appropriate action to address areas that need to be improved. The impact of this work can clearly be seen.
- All pupils are well supported and cared for by adults and their peers. Positive relationships are a strength of the school and there is a strong sense of community where governors, staff and pupils enjoy learning together.
- Although young, pupils are keen to take up roles of responsibility around the school and make a positive contribution to the established routines that ensure the smooth running of the school.
- The rich, well-planned curriculum provides pupils with a wide range of opportunities to develop knowledge, skills and positive attitudes that enable them to achieve well.
- Behaviour around the school is good. There is a calm, orderly and welcoming atmosphere, ensuring that pupils feel safe.
- Standards being achieved at the previous inspection have been maintained as all year groups achieve at least as well as pupils in other schools around the country. Leaders need to strengthen tracking systems to enable pupils to make the best progress they can.
- Teachers provide well-planned learning activities that are designed to capture pupils' interest, especially for boys. This has enabled the difference between how well boys and girls do at school to be reduced. However, this continues to be an area of focus for leaders, especially in writing.
- Children in the early years settle quickly and demonstrate good levels of independence. They enjoy accessing the outdoor environment but this is not always used effectively to enhance their learning.

## Full report

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

- Improve leaders' effectiveness by:
  - refining pupil progress tracking systems so that leaders can easily monitor and accelerate the progress that groups of pupils make across all areas of the curriculum.
- Strengthen the quality of teaching and pupils' progress further by:
  - developing how the outdoor environment is used in early years to enhance children's learning
  - raising the profile of reading across the school to enhance writing skills
  - ensuring that learning activities in lessons engage and enthuse pupils, especially boys, to make the best progress they can.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders at Kingmoor Nursery and Infant School demonstrate passion and focus to ensure that the drive to improve standards for pupils is always central to their work. The headteacher leads by example in honestly evaluating what needs to be done to bring about improvement and uses each task as a positive experience to develop and strengthen her team.
- Leaders candidly describe the impact of action taken to bring about school improvement. They have developed a culture of experimenting with ways of improving learning and learned from times when plans do not result in the impact planned. This culture is echoed throughout the school, including by the pupils. Staff demonstrate a shared desire to improve outcomes and understand their role in this.
- Leaders ensure that the curriculum is broad and balanced. Themes and topics help pupils develop a wide range of skills and aptitudes. The achievement of national awards is testament to the quality of this work.
- Leaders have taken steps to ensure that learning activities engage the interests of all pupils, especially boys. Leaders know that boys are still not progressing as well as girls, especially in writing, and therefore this remains an area for improvement.
- Leaders track the progress that pupils make and use this information to inform future work. However, the systems in place need strengthening to enable leaders to track and analyse the achievement of different groups of pupils. This is particularly true for pupils who have special educational needs and/or disabilities.
- Leaders ensure that funding available to support disadvantaged pupils, those who have special educational needs and/or disabilities and to develop sports at the school is spent appropriately.
- Senior leaders demonstrate clear commitment to supporting teachers' continual professional development. The headteacher provides an excellent role model in being a reflective learner herself and is keen to develop this skill in others.
- Opportunities are provided for staff to access quality training and also for teachers to work with each other and colleagues in other schools, sharing expertise and developing evaluative skills. Teachers value this support and feel that it makes a positive impact on improving their classroom practice.
- Rigorous procedures are in place to ensure that staff have high expectations of themselves and their pupils and the performance of teachers is managed well by leaders.
- Effective use is made of available external support, including the expertise within the local authority, particularly for supporting pupils who have special educational needs and/or disabilities. Similarly, local networks of schools and teaching schools contribute well to the training and development of both staff and governors.

### Governance of the school

- Governors have shown the same grit and determination in addressing issues raised in

previous inspections as other leaders in the school. They have built on the good work noted in the monitoring visit in December 2015 and have developed the skills and knowledge needed to challenge leaders and hold them to account.

- Governors make effective use of external support to manage the performance of the headteacher.
- Governors receive high-quality information from the headteacher and use this well so that they have a good understanding of standards across the school, including the standards of behaviour and attendance. They make good use of academic research to inform plans and are willing to take considered risks to bring about improvement. One governor now provides support to other schools in developing their governance.
- Governors are clear about their role in providing strategic direction and demonstrate clear passion in doing this. They also demonstrate diligence in monitoring the school website, which provides parents and visitors with a wide range of useful information.
- Governors monitor and evaluate how effectively money for disadvantaged pupils, those who have special educational needs and/or disabilities and the sports premium is spent and are actively involved in drawing up plans for these areas. They work closely with other staff across the school to deliver the clear, shared vision they have developed.
- Monitoring carried out by governors includes the safety of pupils. An example of this is that governors make spot checks on safety measures.
- Governors make good use of opportunities to visit and be involved in daily school life and other events. Staff value their regular visits to appointed classes. As a result of these visits, governors are well informed about what is going on in school and what good standards of behaviour and learning look like for each age group.

## Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is given high priority at the school and is discussed regularly at staff and governor meetings.
- Up-to-date records demonstrate that all staff and governors have the appropriate clearances of suitability to work with children.
- All staff and governors have completed appropriate safeguarding training and are clear about the procedures for monitoring and reporting concerns.
- Clear and well-maintained records, including those relating to child protection, demonstrate that the safety and well-being of pupils are monitored carefully and the appropriate agencies are referred to where needed.

## Quality of teaching, learning and assessment

**Good**

- Good teaching ensures that children in the early years and in key stage 1 make good progress from their starting points in reading, writing and mathematics.
- Teachers prepare lessons that build well on prior learning. They make good use of time as pupils respond to the high expectations of staff to settle to work quickly. Pupils are set challenging tasks that enable them to make good progress.

- Teaching also ensures that pupils make good progress in a range of subjects across the curriculum. Mostly, teachers make very good use of opportunities to practise and embed pupils' literacy and mathematics skills in these other subjects.
- The rich curriculum provides pupils with many opportunities to develop a wide range of skills.
- Teachers have secure subject knowledge and make good use of resources available to support their confident delivery. A good example of this is in music, where pupils are able to perform through singing and using tuned instruments with good control and confidence. This is supported by high-quality, well-structured music lessons.
- Pupils are given helpful feedback from staff about their work to help them improve, and with support from other pupils. Typically, teachers and teaching assistants enable pupils to develop further with probing questions. However, in a small minority of cases, this effective questioning is more limited.
- Good use is also made of opportunities for pupils to practise and apply skills learned at school at home, which most parents value.
- Pupils say that they enjoy reading and writing and practise at home. This enthusiasm to develop literacy skills is captured and utilised well in some classes, where effective use is made of reading areas to entice pupils to read. In these classes, pupils are keen to read independently. In other areas of the school, these areas need further refinement.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils and their parents feel that they are well cared for at school. One pupil speaking to an inspector during the inspection commented that teachers 'protect' them, making sure that they are safe and happy.
- Pupils say that they feel safe at school and they are clear about whom to speak to if they have concerns or worries. The vast majority of parents support this view and feel that any concerns will be taken seriously and dealt with. Pupils and most parents feel that bullying is dealt with effectively.
- Pupils understand how they are kept safe and their own role in this, including when they are online. They display positive attitudes to others and say that everyone is welcome at Kingmoor.
- Since the previous inspection, leaders have developed their systems for recording and monitoring reported bullying incidents. These records now demonstrate that incidents are investigated appropriately and pupils and their parents are supported by leaders to make clear expectations for behaviour and tolerance.
- A wide range of opportunities are used to enhance pupils' spiritual, moral, social and cultural development. Leaders and teachers include topics in assembly that support these skills and positive attitudes. Similarly, themes are used throughout the curriculum to enable pupils to develop, including: Fairtrade Fortnight; 'Meeting Zog'; writing to a

character from a book based in Jamaica; and exploring celebrations from different cultures across the world. Good use is made of visits and visitors to broaden pupils' experiences. Leaders appreciate that this is an important area for the school due to its high proportion of White British pupils to prepare them for living in modern Britain.

- Pupils relish the opportunity to take up roles of responsibility in the school and carry out their roles fastidiously. Year 2 pupils support other pupils, especially those in the early years, through the 'buddy' system. Pupils apply for these and other roles and feel very proud to be selected.
- Pupils are given opportunity to develop confidence in reading aloud in class and in assemblies and talk proudly about being able to do this.

## **Behaviour**

- The behaviour of pupils is good. Pupils move around the school in a calm and orderly manner. Routines are clearly established as pupils quickly settle to work and respond well to gentle reminders given by adults about the high expectations for behaviour.
- Pupils display very positive attitudes to school. This is reflected by their good application to learning, attendance and that they arrive at school on time. Rates of attendance are similar to other schools across the country. Attendance of disadvantaged pupils has improved over time and is now similar to that of other pupils.
- Leaders track and support families of pupils with low attendance and this work has a positive impact on their attendance levels.
- Positive adults' relationships around the school set the tone for pupils. There is a happy and friendly atmosphere evident in all areas of the school, where everyone says 'hello' as they pass each other. Pupils' relationships mirror this in their own interactions.
- Staff allow a short time before intervening when pupils lose focus, giving them opportunity to self-regulate their own behaviour. Similarly, adults expect pupils to make a good attempt at tasks provided before they step in to provide support. This enables pupils to develop independence and perseverance.
- Most parents and pupils feel that behaviour is good generally. Rates of incidents and exclusions are low.
- Pupils play safely and socialise well at breaktimes, lunchtime and in breakfast club, chatting to each other or sociably enjoying some quiet time alongside their peers.
- The very small minority of pupils who struggle to meet the high expectations for behaviour are well supported to succeed, including at lunchtime. Some pupils are invited to eat their lunch with the headteacher when needed, which they happily do, developing their social skills as they eat with her and other pupils.
- In lessons, pupils are keen to learn and cooperate well with each other, sharing equipment with each other, supporting and celebrating successes with each other.
- Where pupils make most progress, they are fully engaged as tasks engage their interest. In some activities where tasks do not capture the pupils' interest, some pupils, more frequently boys, can be distracted and lose focus in their work.

## Outcomes for pupils

Good

- The work in pupils' books shows that they make good progress over time from their starting points in all year groups. This progress is equally evident for disadvantaged pupils. Pupils who have special educational needs and/or disabilities and disadvantaged pupils are also supported well to make as much progress as they can.
- Pupils' work also shows that pupils make consistent progress across a wide range of subjects. Their work also demonstrates that the standard of writing in English workbooks is equally high in other subjects.
- Pupils throughout the school have good phonic knowledge because they are well supported and well challenged in their phonic development.
- Pupils are able to quickly settle and make good progress as they transfer from one key stage to another because teachers liaise well to ensure that there are effective transition arrangements in place to support this. Pupils in Year 2 are well prepared to transfer to key stage 2.
- Standards achieved in the Year 1 phonics screening check have improved over time, especially for disadvantaged pupils and pupils who have special educational needs and/or disabilities, because of committed and well-trained staff. Results from the 2017 phonics screening check show that pupils in Year 1, including disadvantaged pupils, achieved at least as well as other pupils their age across the country. This demonstrates good progress from their starting points.
- Results of teachers' assessments at the end of key stage 1 in 2016 show that standards achieved in reading, writing and mathematics were not as high as at the time of the previous inspection. However, recent results and provisional results in 2017 show that pupils achieved better than other pupils nationally in all areas. Pupils' work seen during the inspection supports this improving picture.
- This picture is also true for the most able pupils. In 2017 provisional results, the proportion of pupils achieving higher levels in reading and writing was higher than in 2016 and was above the national average in all areas. The most able boys made good progress from their starting points, although this was not as strong in writing as in other areas.
- The work that leaders are doing to support boys' progress through developing a curriculum that enthuses and engages them is having a positive impact. The difference between boys and girls narrowed for the 2017 Year 2 cohort of pupils as they moved through the school. This is still an important area of focus for leaders and they recognise that there is still work to be done.

## Early years provision

Good

- Typically, children enter the early years with skills that are similar to those expected for their age. By the end of the Reception Year, the proportion of children attaining a good level of development is usually above average. In recent years, attainment at the end of Reception has been rising. All groups of children make good progress from their starting points. Children are well prepared for learning in Year 1.

- The positive relationships evident in the rest of the school are clearly visible in all areas of the early years, ensuring that children enjoy coming to school and are well cared for and supported by staff.
- Staff are well trained and have access to appropriate professional development, ensuring that they are an effective team. They are committed to keeping children safe. The well-maintained and well-organised indoor environment ensures that all the children's welfare needs are met.
- Children confidently move around the provision. They behave well and show independence, such as when self-selecting activities and preparing nutritious snacks.
- Children are enthusiastic learners and are keen to access a wide range of quality activities on offer, both independently and with adult support. They show perseverance in completing reading and writing tasks. Children shared their interest in books with inspectors, demonstrating confidence in both handling and reading books.
- Leaders and teaching staff have a good understanding of children's varying needs and interests. They provide good-quality resources that entice children into practising and developing a range of skills. This ensures that children make good progress in all areas of learning. This is particularly the case indoors. However, provision is not as good outdoors and requires some improvement. Outdoor activities and the support and challenge provided there by adults do not always ensure that children are engaged in purposeful play and learning and this sometimes hinders their progress.
- Partnerships with parents, other staff and other early years providers are used well to ensure that children's transition into the school is smooth. Parents commented that staff make good use of links with home to ensure that the work planned takes children's individual needs and interests into good account.
- Staff effectively track the progress that children make over time and on a day-to-day basis, using this information to plan the next steps of learning.
- Leaders ensure that additional funding for disadvantaged children and those who have special educational needs and/or disabilities is well used to provide effective support. This is resulting in a narrowing of the gap between how well these groups of children achieve when compared to others.



## School details

Unique reference number	112230
Local authority	Cumbria
Inspection number	10032188

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

Type of school	Infant and nursery
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Mr Craig McLellan
Headteacher	Mrs Zoe Turner
Telephone number	01228 558892
Website	<a href="http://www.kingmoorinfants.com">www.kingmoorinfants.com</a>
Email address	<a href="mailto:head@kingmoor-inf.cumbria.sch.uk">head@kingmoor-inf.cumbria.sch.uk</a>
Date of previous inspection	23–24 June 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average infant and nursery school.
- Most pupils are White British.
- The proportion of pupils known to be eligible for free school meals is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average, although the proportion of pupils with an education, health and care plan is higher.
- Children join the school from a wide range of early years providers. About one third attend the school's own Nursery class, where children attend on a part-time basis.
- The school provides extended childcare for children in the Nursery and operates a

breakfast- and after-school club to support families. This is run by the governing body and was part of the inspection.

- Some children who enter the school in the Reception Year have not attended any nursery provision. Children in Reception attend full time.
- In December 2015, Ofsted visited the school and judged that leaders were taking effective action in order to tackle the areas requiring improvement at the previous inspection, in order to become a good school.

## Information about this inspection

- The inspection team observed teaching and learning in all classes. The headteacher took part in some of these observations. Pupils' work from a range of areas of learning was examined. The headteacher and deputy headteacher took part in this work with inspectors.
- Inspectors held discussions with the headteacher, who is also the temporary special educational needs coordinator, and leaders of the curriculum, early years and behaviour and attendance. The lead inspector also held meetings with the vice-chair of the governing body and five other governors.
- Inspectors listened to pupils reading and held discussions with groups of pupils. They also talked informally with pupils around the school, in the dining room and in the playground.
- Inspectors took account of the view of parents by reviewing 50 responses to Ofsted's online survey, Parent View, and free-text comments. The school's own parent consultation information was also considered. Inspectors also held discussions with parents as they dropped their children off at school.
- Inspectors considered 11 responses to the staff questionnaire and the school's own questionnaire of pupils' views.
- Inspectors examined a range of documentation, including the school website, information about pupils' attainment and progress, leaders' review of current school performance, records of meetings and reports from governors. Inspectors also examined safeguarding documentation and records of attendance.

## Inspection team

Claire Cropper, lead inspector	Ofsted Inspector
Paul Edmondson	Ofsted Inspector
Sheila Iwaskow	Her Majesty's Inspector

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