

Inspection of a good school: Kingsfield First School

Gunn Street, Biddulph, Stoke-on-Trent, Staffordshire ST8 6AY

Inspection dates: 20 and 21 September 2023

Outcome

Kingsfield First School continues to be a good school.

The headteacher of this school is Carolyn Hodson. This school is part of The Children First Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Abigail Rourke, and overseen by a board of trustees, chaired by Nicola Chell.

What is it like to attend this school?

Kingsfield First School is a happy school with a family feel. Both parents and pupils talk very highly of the school. Pupils enter for the day with a smile on their faces. Staff get to know every pupil and take into account their individual needs. As a result of this, pupils enjoy school and achieve well.

The school is a place where pupils cooperate with each other and value both their similarities and their differences. Pupils say that they are happy at school and that they feel safe. They know that there is a difference between bullying and 'falling out' and trust adults to quickly sort out any issues.

This is an inclusive school where pupils' well-being is a high priority. Staff take the time to find out pupils' likes and dislikes and pupils appreciate this. The recent additions of Ozzy and Elvis, the school guinea pigs, are causing a real buzz around the school as eager pupils get the chance to help with their care.

Pupils enjoy making a positive contribution to school life. There are many opportunities for them to do so. Pupils can become eco-warriors, sports champions or e-safety stars.

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

There is a clear and ambitious vision for the school. The school is a purposeful environment, where pupils are keen to learn. The curriculum is broad and interesting. All pupils benefit from this curriculum, including those with special educational needs and/or disabilities (SEND). The school has thought carefully about the progression of skills and knowledge in different subjects. The curriculum sets out the key knowledge and skills

pupils should learn from early years to Year 4. It also details the important vocabulary that pupils need to know and remember. However, in a small number of foundation subjects, there is too much key knowledge. Where this is the case, sometimes the learning activities lack clarity and pupils may not remember what they have learned in the long term.

Teachers have good subject knowledge. They explain new learning well, build pupils' understanding of new concepts step by step and address misconceptions quickly. Teachers also regularly revisit previous learning to help pupils remember concepts over time.

The school has put reading at the forefront of the curriculum. Staff immerse children in stories and rhymes as soon as they start in Nursery. This develops their speech and language. Children quickly learn their sounds in early years through daily phonics sessions. Staff have received high-quality training and support in the teaching of phonics so that they can support pupils effectively with their reading. This approach is of a consistently high standard across the school. Pupils understand the importance of reading. One pupil told the inspector that 'reading is a good habit to have!'

Children in the early years learn to follow routines, listen carefully and behave well. This continues as pupils move through the school. Relationships between staff and pupils are very positive.

The school identifies pupils with SEND quickly and accurately. Staff are ambitious for these pupils to learn the full curriculum. One parent praised the support that their child with SEND receives. They said that 'staff ensure that their child feels like a valued member of the class, like they belong.'

Pupils' personal development has been carefully considered across the school. Opportunities are planned for all pupils to ensure that they are well prepared for life in modern Britain. Pupils learn that there are many different faiths and beliefs and are respectful of this. They also learn how to keep themselves safe, including online.

Pupils have many opportunities for trips and activities, which broadens their horizons. There is a range of clubs on offer, such as gardening, cookery and photography. Pupils also value opportunities to raise money for charity and to participate in local community events such as the cenotaph parade and remembrance service.

The school seeks out effective ways to support pupils. Staff work closely with external agencies and are tenacious and skilled at getting appropriate support that makes a difference for pupils and families.

Those responsible for governance have a very accurate view of the school. They are highly experienced and knowledgeable. Staff are proud to work at the school. They value opportunities to work collaboratively with colleagues across the trust in a variety of ways, sharing expertise. The school considers the well-being and workload of all staff members. Morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum contains too much important knowledge for pupils to learn. As a result, pupils may not always know and remember the intended learning in these subjects. The school should ensure that the important knowledge it wants pupils to learn is clear in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged Kingsfield First School to be good in March 2016.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 146904 |
| Local authority | Staffordshire |
| Inspection number | 10268416 |
| Type of school | First |
| School category | Academy converter |
| Age range of pupils | 3 to 9 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 223 |
| Appropriate authority | Board of trustees |
| Chair of trust | Nicola Chell |
| Headteacher | Carolyn Hodson |
| Website | www.kingsfield.staffs.sch.uk/ |
| Date of previous inspection | Not previously inspected |

Information about this school

- Since the previous inspection, Kingsfield First School has become part of The Children First Learning Partnership, a multi-academy trust. It converted to become an academy in April 2019.
- The school operates a before- and after-school club each day that is run by the school.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other leaders.
- The inspector spoke to the chief executive officer of the trust, a trust director, the chair of governors and the chair of trustees.

- The inspector carried out deep dives in reading, mathematics and history. Inspection activities in these subjects included lesson visits, discussions with staff and pupils, meeting with subject leaders and work scrutiny.
- The inspector observed pupils reading to a familiar adult.
- The inspector scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. The inspector also reviewed the school's evaluation of its own performance and the school's development plans.
- The inspector talked to staff about their role in keeping pupils safe.
- The inspector held informal and formal discussions with pupils and observed social times.
- The inspector reviewed responses to Ofsted's online survey, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff questionnaire.

Inspection team

Emma Gater, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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