

1. Overall Effectiveness

Kingsmead is an outstanding school. Its dedicated staff team consistently reaffirm their commitment to achieving the highest possible standards for all children. Led by an innovative and highly skilled senior team, the confident and reflective teaching team and dedicated and knowledgeable support staff ensure responsive, proactive and effective provision across all phases.

Pupils supported by pupil premium funding continue to make at least strong progress and their attainment matches that of other children nationally. Data sets for children in the Early Years, at KS1 and KS2 compare very favourably with national outcomes in 2016. Pupils with SEN-D also make strong progress from their starting points.

Kingsmead continues to develop its role as a Teaching School and as a leading school within the HTSA.

2. Categorisation

Key: 1 – outstanding, 2 – good, 3 – satisfactory, 4 – inadequate	OfSTED	School		verified
	dd/mm/yy	Sep	JUL	
Overall Effectiveness	1	1	1	✓
Outcomes for pupils	1	1	1	✓
Quality of teaching, learning and assessment	1	1	1	✓
Personal development, behaviour and welfare	1	1	1	✓
Quality of leadership and management	1	1	1	✓

HLT Good to Great categorisation	
Core	✓
Enhanced	
Intensive A	
Intensive B	

3. Outcomes

3a. EYFS (cohort size 30)

%	below	exp	exc	APS
Reading	20	60	20	2
Writing	23.3	56.7	20	2
Number	20	63.3	16.7	2
SSM	20	63.3	16.7	2
Total APS				32.2
GLD				76.7

Leadership and provision in the Early Years are outstanding. Children make excellent progress from relatively low starting points as a result of robust assessment and proactive analysis of the progress of individuals and groups. The EY team deliver agile and responsive provision tailored to the needs of every child.

Outcomes continue to improve and GLD figures are significantly higher than national data for 2016. Boys' attainment, which has been a key focus, has risen year on year.

3b. Key Stage 1 (cohort size 28)

%	% Expected standard	% Greater depth
Reading	82.1	21.4
Writing	78.6	21.4
Maths	85.7	17.9

Phonics

	Cohort	% WA
Y1	30	73.3
Y2	5	40

N.B. Y2 Phonics data shows the proportion of pupils who retook the check and reached the expected standard (please note cohort size)

Pupils have made at least good progress since the end of their Reception year in 2015, when 77% of the cohort achieved a good level of development. Fewer pupils achieved at the higher standard than the 2016 cohort, however the percentages of pupils achieving at greater depth are higher than national data (2016) for writing and mathematics. **Y1 Phonics:** There has been a year on year dip in the percentages of pupils achieving the required standard. Leaders assert that this is due to a high number of SEN-D children in the cohort (13 in total) the majority of whom have speech and language needs. Leaders have already devised an intensive intervention programme for the eight children who did not meet the standard. **Y2 Phonics Re-screen:** Two of the five pupils who took the re-screen have now achieved the required standard. The three children who have not done so have SEN-D needs and will continue to receive bespoke support in reading and phonics.

3c. Key Stage 2 (cohort size 29)

%	% Expected standard	% Higher standard	Average scaled score	Average progress
Reading	86.2	n/a	103.2	n/a
Writing	82.7	17.2	n/a	n/a
Maths	82.7	n/a	101.8	n/a
SPAG	82.7	n/a	103	n/a
RWM	72.4	n/a	n/a	n/a

N.B. data is provisional data held by HLT. This may change after the validation exercise.

The cohort has made exceptional progress this year due to consistently high standards of teaching and a relentless focus on the specific learning needs of pupils. Outcomes exceed national figures at the expected standard (based on 2016 data). It is likely that the progress levels for this cohort, once finalised in the autumn term, will be very strong from their end of KS1 starting points.

Year 6 teaching and learning provision at Kingsmead is of an exemplary standard and continues to deliver very high standards year on year. The 'no-excuses' approach adopted by all staff enables an ambitious culture of high expectations and focussed support to thrive.

4. Teaching, learning and assessment

%	Aut	Spr	Sum	Target
Outstanding	67	67	67	60
Good	33	33	33	40
Requires Improvement	0	0	0	0
Inadequate	0	0	0	0

The school has exceeded its targets for outstanding teaching and there is a significant proportion of outstanding practice in all phases. The three NQTs who joined the school this year have all made strong progress as a result of being paired with outstanding colleagues for mentoring and support. In meetings with the SIP, they reported feeling extremely well supported at the school and complimented leaders on creating a positive and open atmosphere of professional development. Induction processes are well managed and effective, teacher CPD imaginative and focussed on bespoke support alongside school priorities. Collaboration with partner schools and schools across the HTSA further engender a culture of professional inquiry and ambition amongst the teaching team. The school's commitment to training and developing high quality teachers continues through its leadership of the Schools Direct programme in the HTSA. The school currently has one School Direct trainee who has secured a NQT post at the school next year. The impact of such high quality teaching provision is demonstrated in pupil outcomes at all phases, progress in books and in the open and engaged approaches to learning on the part of the vast majority of pupils.

5. Personal development, behaviour and welfare

%	2016-17	FT	Perm
Authorised absence	2.2	6	0
Unauthorised absence	0.6		
Overall attendance	97.2		

N.B. Attendance data is provisional and based on two terms. Exclusions data is based on Autumn term only

Behaviours for learning of the majority of children are of a consistently high standard. Children are very engaged in their learning and their conduct as they move around the school is exemplary. Staff have high expectations of children's behaviour and behaviour policies are effectively shared with all stakeholders. The prominence of pupil and parent voice is a significant feature of the school's ethos and provision. Attendance and punctuality are rigorously monitored; attendance data is significantly higher than national figures.

SEND Focus: Interventions are delivered by a team of highly skilled teachers and support staff dedicated to rigorous evaluation of their effectiveness. Detailed planning and regular assessment of pupil progress ensure that SEN-D children make at least good and often excellent progress from their starting-points. There are very high levels of parental involvement in all processes and interventions relating to SEN-D pupils.

6. Leadership and Management

The Executive Headteacher and senior leadership team have created a culture of excellence and innovation at Kingsmead. Leaders take nothing for granted and remain ambitious and determined in their focus on achieving the highest standards across the curriculum. At the heart of the school's sustained success is an open-minded and flexible mindset towards new teaching and learning strategies, interventions and approaches, which, whilst eschewing the purely novel or quirky, embraces innovative thinking and fuses it with rigorous analysis, robust monitoring and well calibrated assessment and intervention. There is clearly no room for complacency at Kingsmead. The ethos of the school successfully marries a deeply compassionate and highly inclusive familial atmosphere with a passion for progress and achievement on the part of all. Kingsmead continues to proactively support its federation partner schools and has helped to foster strong and productive cross-federation approaches to the curriculum and assessment, the most recent being a new approach to marking which will be introduced in the autumn term. As a teaching school, Kingsmead plays a key role in the HTSA schools partnership at executive board level and also through its extensive SLE work across the alliance. Governance is strong. Well-judged systems and structures are in place at governor level ensure that governors are well informed and are confident that they are able to hold leaders to account. The new federated governing body, incorporating the GB at Mandeville School has been created and came into effect on the 27th June.

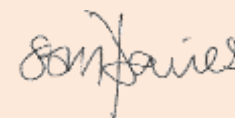
Priorities for 2017-18

- To re-evaluate roles in the leadership team following changes and to assimilate the new Assistant Headteacher appointment into the team.
- New governance structure established for the three-school federation.
- To manage the predicted budget cuts to ensure that the delivery of our curriculum offer is not affected.
- Develop and support new middle leaders with their appointed subject(s)
- New marking system to be implemented across the three schools
- Embedding the Maths Mastery curriculum through the introduction of Maths No Problem

SIP: Ian Mullaney

Headteacher: Ruth Mackintosh

Interim Director of Education: Sian Davies



Date: August 2017