

Inspection of a school judged good for overall effectiveness before September 2024: Kingfisher Primary Academy

Coventry Grove, Wheatley, Doncaster, South Yorkshire DN2 4PY

Inspection dates:

23 and 24 April 2025

Outcome

Kingfisher Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Catherine Skinn. This school is part of Astrea Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rowena Hackwood, and overseen by a board of trustees, chaired by Benjamin Brown.

What is it like to attend this school?

Pupils at Kingfisher Primary Academy live by the three behaviour rules of 'be ready to learn, be respectful, be safe'. They demonstrate these values by behaving very well. Pupils move around school calmly. They play well together at social times. In lessons, pupils listen to instructions and enjoy learning.

The school has high expectations for pupils' achievement. By the end of key stage 2, most pupils are ready for the next stage of their education. The school focuses on supporting pupils to become global citizens, for example through opportunities to discuss and debate world issues such as poverty and rainforest deforestation.

Pupils are keen to talk about their school with visitors. They feel they are treated equally and fairly. Pupils feel safe at school. Worry boxes help them to raise concerns in school. They know that adults will support them with any issues. Pupils also learn how to stay safe outside of school and online.

There are opportunities for pupils to develop leadership skills through, for example, becoming 'play leaders', 'school councillors' and 'science ambassadors'. Pupils develop confidence through events such as taking part in performances, sporting competitions and challenging themselves on the Year 6 residential.

Pupils here are proud of their school and happy to attend.

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

The school has an accurate view of its strengths and areas for improvement and is taking appropriate action to further strengthen the curriculum in place.

A new mathematics curriculum has recently been introduced so that pupils have more opportunities to deepen their understanding in mathematics lessons. Reading is promoted throughout the school. Pupil 'reading rangers' help others to enjoy reading. Pupils enjoy reading and take books home to share with their families. The school's chosen phonics scheme provides a small-group approach to teaching phonics. Pupils who need additional support receive additional sessions. Staff are trained to deliver all subjects with confidence. The school is seeing the impact of these changes in how well pupils achieve at the end of key stage 2.

In other curriculum areas, there have been changes. For example, in the religious education curriculum, pupils now debate and discuss different religious beliefs. They explore a range of different religions.

Pupils with special educational needs and/or disabilities are supported to learn alongside their peers, for example, through teaching key facts and vocabulary before lessons. Adults help pupils in lessons while helping them to develop independence.

In established subjects, teachers carefully check what pupils learn and understand. Where there are gaps in learning, teachers address these in future lessons. Where the curriculum is not as well established, these checks are not as effective.

Younger pupils have a positive start to school life. Staff help children to learn new vocabulary. Activities are planned to help children develop key skills, such as cutting with scissors and practising writing the letters they learn. Outside, children climb trees and use rope swings. They ride bikes and work with adults in the mud kitchen. These activities build strength and resilience. Children are settled and have high levels of concentration.

The personal development offer has been carefully considered by leaders. As well as the personal, social and health education curriculum, the school has developed their own global citizenship curriculum. Pupils are well informed about world issues and how they can contribute to society. A local MP visited pupils to talk about local issues. Pupils learned how they can contribute to their local community. Pupils learn about other faiths, cultures and people who live differently to themselves. Pupils raise money for charity and take part in summer and Christmas fairs in school. They learn about different careers through visitors and speakers in school. The school ensures that pupils have access to experiences they may not have otherwise. Pupils learn to play musical instruments and attend a range of clubs after school, including sports and art clubs. Older pupils learn how to cook simple dishes.

The school works hard to ensure that pupils attend school well. Leaders have high expectations for attendance. Support is offered to families who need it.

The school is supported by the trust and the governing body. School leaders welcome this support. Staff are proud to work in this school and feel supported

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, some changes to the curriculum need time to embed. In these subjects, the school is less effective at assessing what pupils know and remember. The school should continue to implement the planned changes to the curriculum and assessment so that leaders can check what pupils learn and remember in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in October 2013.

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

Unique reference number	143876
Local authority	Doncaster
Inspection number	10382311
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	Board of trustees
Chair of trust	Benjamin Brown
CEO of the trust	Rowena Hackwood
Principal	Catherine Skinn
Website	www.astrea-kingfisher.org
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Astrea Academy Trust.
- The school does not use any alternative provision.
- The school provides a breakfast club for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation 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 met with senior staff in the school. This included the principal, vice-principal and the trust director of primary learning. The inspector also met with the

senior trust leaders, trustees and members of the governing body, including the chair of governors.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to pupils formally and informally about their learning and their experiences at school. She also spoke to parents at the school gates.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour throughout the school day, including during lunchtime, during lesson visits and while moving around school. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- The inspector reviewed the parents' responses to the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the views of the school staff.

Inspection team

Helen Haunch, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025