

# Kingskerswell Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113398
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357338
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	Alexander Baxter

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Eather
<b>Headteacher</b>	Rachel Miller
<b>Date of previous school inspection</b>	10 July 2008
<b>School address</b>	Coffinswell Lane Newton Abbot Devon TQ12 5HN
<b>Telephone number</b>	01803 873398
<b>Fax number</b>	01803 875826
<b>Email address</b>	admin@kingskerswell.devon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	27–28 January 2011
<b>Inspection number</b>	357338

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and observed 10 teachers. They observed the school's work, and attended two assemblies, experienced break and lunchtime activities, and held meetings with representatives of the governing body, staff, pupils, and parents and carers. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are potentially vulnerable or have special educational needs and/or disabilities were evaluated. In addition, questionnaires completed by 94 parents and carers, 92 pupils and 9 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of teaching and learning, including the use of assessment, and of outdoor learning in Reception classes, in ensuring that pupils are enabled to make good progress.
- The impact of the school's efforts to raise achievement in mathematics, especially by more-able pupils, and to involve pupils more effectively as independent learners.
- How well the relatively new headteacher and other leaders seek to bring about and sustain continuous improvements in provision and pupils' achievements.

## Information about the school

This is a slightly larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, but includes a higher than average proportion of pupils with a statement of special educational needs. Most needs are related to language and specific learning difficulties. Children in the Early Years Foundation Stage are taught in a Reception class and in a mixed Reception/Year 1 class. Privately run before- and after-school clubs take place on a different site with children being brought to school and collected from school by staff from the provider.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Kingskerswell is a satisfactory school. After a period of inconsistency in pupils' achievement, it is an improving school as staff are increasingly successful in identifying clear and appropriate learning objectives and are steadily helping the pupils themselves to become more effective learners. Over the past term, for example, a strengthened emphasis on extending the breadth of pupils' vocabulary, especially in mathematics, has accelerated progress. This has enabled a number of pupils to fill gaps in their previous learning. Good care, guidance and support, which include secure safeguarding procedures and good provision and outcomes for pupils with special educational needs and/or disabilities, help the pupils to enjoy school and attend well.

These are the other main findings.

- The relatively new headteacher has set a clear vision for future development and is promoting a team approach to leadership and management. A stronger, and now sound, commitment to continued improvement is shared fully by the governing body and staff and has, at its heart, a determination to raise pupils' academic achievement and skills as independent learners. ♦
- The headteacher's accurate identification of the school's strengths and weaknesses and her carefully considered plans for improvement represent sound self-evaluation. This has given the school community a more accurate understanding of the way provision, especially teaching, should be developed to promote pupils' learning and progress. These initiatives are already bringing an increasing amount of good teaching, accelerating progress and raising standards in literacy and numeracy, demonstrating the school's satisfactory capacity for sustained improvement.
- Teaching and learning are satisfactory, but improving, and ensure that new learning is developed in a more coherent way as pupils move through school. Pupils' literacy and numeracy skills have improved and, by utilising and extending the pupils' good speaking and listening skills, the teachers are steadily using assessment more effectively. ♦
- Children in the Early Years Foundation Stage are taught satisfactorily and have a happy start to school life. However, as in other parts of the school, learning is too often adult-led and limits the children's interest and independence. A mixture of satisfactory and good progress and behaviour continues through the school, but teaching and learning become more consistently effective in Years 4 to 6. Here, pupils are given more time to explore their ideas and to engage in problem-solving activities. As a result, by the time they leave, pupils' achievement is satisfactory and attainment is broadly average. ♦

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Teachers' good marking of pupils' writing is an established feature and includes guidance on how to improve. Some teachers develop pupils as self-evaluative learners. However, this lacks consistent emphasis, especially in mathematics, and has not been as successful in raising attainment, especially by more-able pupils.
- The school's good range of well-attended extra-curricular activities supports the pupils' adoption of healthy living well. However, the curriculum is not yet implemented with equal consistency in all classes to stimulate pupils' interest and to provide the reflective experiences needed to widen their cultural understanding. ♦

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By the end of the next two terms, raise pupils' achievements, especially in mathematics and particularly by more-able pupils, by:
  - ensuring that the progress pupils make in lessons is more consistently good or better
  - making effective use of assessment to make sure that teaching and learning strategies are always matched well to pupils' abilities and that pupils know what they have to do to improve
  - ensuring that teachers spend less time leading whole-class discussions so that pupils have more opportunity to engage in practical, independent learning ♦
- Develop the curriculum so that it more consistently provides:
  - greater relevance for the pupils and promotes their interest and enthusiasm ♦
  - more opportunities for reflection, including those which enrich the pupils' wider cultural understanding. ♦

**Outcomes for individuals and groups of pupils****3**

Observations of lessons show that in response to strengthening, but still patchy, teaching and learning, pupils' attainment is broadly average and learning and progress are satisfactory overall. These outcomes show that from normally expected skills on entry teachers are now securing pupils' satisfactory achievement. Where teaching and learning are consistently good, pupils with special educational needs and/or disabilities and an increasing number of pupils, particularly in Years 4 to 6, are now enjoying learning more and making good progress. A scrutiny of pupils' writing and mathematics also shows positive improvement stemming from higher expectations, including in the neater way pupils record their work and show understanding in the use of technical terms. Observations of lessons also show the benefits of the pupils' developing vocabulary in discussing their ideas with each other as 'Talking Partners'. This was seen, for example, in a cross-curricular English/history lesson in the Years 4/5 class as pupils perceptively discussed how to distinguish between factual statements and opinions about what happened in Victorian times. Similarly, in the Years 1/2 class, the teacher's sequenced focus on letters and sounds extended pupils' understanding of words effectively.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Attainment is rising, in English especially, and also in mathematics. School assessments and pupils' responses in lessons show an increase in the proportion of pupils reaching expected National Curriculum levels, especially in Years 4 to 6, but also in Year 2. Even so, in mathematics, too many pupils, including some with more ability, lack the independent skills needed to develop their problem-solving skills fully.

Attendance is above average and reflects the pupils' enjoyment of school. Pupils make healthy choices at break and lunchtimes and enjoy participating in sports to keep fit. The pupils' happy demeanour and their responses when questioned show that pupils feel safe. Pupils take their responsibilities seriously and make good contributions, for example on the school council and when managing recording equipment during assemblies. The pupils' satisfactory behaviour and spiritual, moral, social and cultural development, while improving, at times reflect their varying engagement and interest in lessons. The pupils' improving progress and generally good relationships with others prepare them soundly for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The mainly good quality of teaching and learning in Years 4 to 6 and the more consistent focus on extending the pupils' vocabulary evident in other classes are the most improved areas of the school's work and are the key reasons for pupils' improved progress. These were evident, for example, in a good lesson in Year 6. Here, an effective emphasis on

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

developing pupils' understanding of technical terms helped pupils to explain their strategies to solve division problems. Similarly, in a lesson in a Years 5/6 class, the teacher's high expectations and encouragement of pupils to clearly explain for themselves, as self-evaluative learners, how to use a protractor to identify different types of angles, promoted excellent progress. However, such development of the pupils' independent learning skills is a less consistent feature in other classes especially when, as is too often the case, teachers spend too much time talking to pupils in whole-class groups. Good support for pupils with special educational needs and/or disabilities, where skilled teaching assistants make beneficial contributions, continues to be a consistently strong feature across the school.

A good range of extra-curricular clubs promotes the pupils' personal qualities well, particularly through sport, as seen in the pupils' good adoption of healthy living. However, the range of curricular activity across the classes lacks consistency in the way pupils' independent learning skills and cultural understanding are developed. All staff provide good care and support and implement safeguarding procedures to good effect to secure the well-being of each pupil. As a result, when interviewed, pupils said that they feel happy and safe at school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Well-focused leadership, particularly by the headteacher, has made clear what needs to be done to bring improvement and this is enabling the school to move forward at a steady pace to secure satisfactory value for money. Strengthened monitoring arrangements mean that senior leaders are now better informed and more able to play their part in raising standards. This is evident in mathematics, for example, where an increased number of pupils are attaining national expectations and show the school's sound capability to drive improvement. Self-evaluation is satisfactory, identifies the right priorities for improvement and is currently bringing more effective continuity to teaching and learning. Improvement is evident in the class-based emphasis on talk for writing and the well-placed guided intervention and one-to-one adult support now being given to pupils. These measures are lifting pupils' understanding of words, sentence-writing and problem-solving skills. However, some other developments, for example those designed to enhance pupils' self-evaluation skills, have not been in place long enough to establish consistently good practice across the school and to secure pupils' good achievement.

Governance is satisfactory. The governing body plays an effective role in ensuring that all the required risk assessments, policies and procedures are well secured to safeguard

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

pupils' welfare. Governance in supporting the headteacher's drive to raise standards is steadily developing. The sound links with parents and outside agencies are reflected in the pupils' satisfactory overall achievement. The school promotes equality of opportunity satisfactorily and works effectively to overcome discrimination. Currently though, the quality of provision is mixed across the school and some pupils are enabled to make better progress than others. However, recent improvement in the achievement of more-able pupils reflects the school's positive efforts to tackle this issue. The school promotes community cohesion satisfactorily, especially through assembly themes, topics which link subjects and through community events and charitable donations. However, inconsistent provision means that global and national dimensions are not fully developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Staff initiate good links with parents and carers and promote warm, supportive relationships to make sure that children settle quickly and confidently and enjoy school. The current development of 'Learning Journey' assessments for individual children is an improving and effective feature. Progress is satisfactory overall, but mixed. Children make good progress in developing social, speaking and listening skills. These qualities give them an important start to school life and are supported well by good arrangements for children's welfare. Teaching in other areas of the curriculum is satisfactory. Learning is often good when adults support a small group of children, for example to explore words and to develop early writing skills when writing about 'shipwreck backpacks'. Too often though, including in the mixed Reception/Year 1 class, learning is less effective because adults spend too long talking to large whole-class groups. This reduces the time available for children to choose indoor and outdoor activities for themselves and for adults to draw new learning from the children's ideas, both of which constrain the development of the children's independence. Plans are currently being developed to make better use of



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

outdoor areas to tackle this aspect and to widen the learning opportunities provided for the children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

There was a broadly average response rate to the questionnaire by parents and carers. Most of the parents and carers who responded to the questionnaire, and a few who spoke with an inspector, indicated that overall they are happy with their children's experience at this school. The vast majority of parents and carers expressed the view that the school helps their children to have healthy lifestyles. Several parents and carers also wrote very supportively, typically that, 'This a caring school.' Inspection findings endorse these views. A small minority of parents and carers raised some concerns about how well the school meets their children's particular needs and a few others wrote at length to express some disagreement, particularly about the inconsistency of their children's progress. Inspectors considered the parental concerns and find that, while pupils' progress is improving, more should be done to help some pupils to do even better.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	51	40	43	5	5	1	1
The school keeps my child safe	56	60	32	34	4	4	0	0
My school informs me about my child's progress	30	32	50	53	10	11	2	2
My child is making enough progress at this school	30	32	48	51	8	9	4	4
The teaching is good at this school	36	38	47	50	5	5	2	2
The school helps me to support my child's learning	34	36	48	51	9	10	1	1
The school helps my child to have a healthy lifestyle	52	55	38	40	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	33	44	47	8	9	1	1
The school meets my child's particular needs	35	37	39	41	14	15	2	2
The school deals effectively with unacceptable behaviour	31	33	45	48	6	6	6	6
The school takes account of my suggestions and concerns	29	31	48	51	9	10	3	3
The school is led and managed effectively	42	45	37	39	6	6	2	2
Overall, I am happy with my child's experience at this school	40	43	44	47	6	6	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2011

Dear Pupils

**Inspection of Kingskerswell Church of England Primary School, Newton Abbot TQ12 5HN**

You will know that we recently came to inspect your school. Thank you to all of you who took the time to speak to us and to tell us your views through the pupil questionnaires. We think that your school is a satisfactory school and we agree with you that it is getting better.

These are the other main things we found.

- The school is improving and this is helping you to make satisfactory progress.
- By the end of Year 6, most of you reach the levels that we expect in your subjects, and you are good at expressing your views.
- You enjoy school, have lots of friends and are good at living healthily. ♦
- Teaching and learning are satisfactory overall, but an increasing amount of good teaching, especially for some of you who find learning more difficult, are quickening progress.
- The staff keep you safe and take good care of you.
- Your headteacher is working hard to help staff and governors improve the way they work together so that you can do even better.

To help you make better progress in your work, we have asked your headteacher, governors and teachers to do two main things.

- Give you more opportunities to work practically and to take responsibility and reflect about your own learning and the views of others.
- Improve your progress, especially in mathematics, particularly by making sure that most teaching is good or better.

You can all help by making sure that you work hard and, when the teachers ask you to think or give you a task, by making sure that you are clear about how to improve your work.

Yours sincerely

Alex Baxter

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**