

# Great Kingshill Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	110431
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356740
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Graham Lee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Kearey
<b>Headteacher</b>	Roger Dodds
<b>Date of previous school inspection</b>	9 October 2007
<b>School address</b>	Cryers Hill Road Cryers Hill, High Wycombe High Wycombe HP15 6JP
<b>Telephone number</b>	01494 713159
<b>Fax number</b>	01494 718239
<b>Email address</b>	office@greatkingshill.bucks.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. They saw 21 lessons taught by 15 teachers. They observed the school's work, and looked at school documentation, including the school improvement plan, information about pupils' attainment and progress, and policies and procedures in relation to safeguarding. Inspectors held discussions with groups of pupils, members of staff and representatives of the governing body. They also considered the views of pupils, staff and 199 parents and carers expressed in their responses to questionnaires.

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

- The progress that pupils make in writing and the extent to which school leaders are driving improvement in that area.
- The impact of the relatively high number of boys on behaviour in some classes.
- The effectiveness of the school's tracking systems in accelerating pupils' progress and improving teaching and learning.
- The extent to which the provision in the Early Years Foundation Stage has improved since the last inspection.

## Information about the school

Great Kingshill is a larger than average primary school. Most pupils are of White British heritage, although the school population has become more diverse in recent years. A few pupils speak English as an additional language but none are at the early stages of learning the language. There are significantly more boys than girls in the school. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these have moderate learning difficulties. There has been a significant turnover of staff since the last inspection. The school has Healthy Schools status and Activemark and Artsmark Gold award. The school provides breakfast and after-school clubs for its pupils.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

Great Kingshill is a good school. Everybody at the school takes good care of the pupils and generally provides well for their diverse needs. As result, pupils feel safe and secure and their behaviour is exemplary. Pupils get on very well together as their social, moral, spiritual and cultural development is excellent. Consequently, the school is a very harmonious community. Pupils thrive academically and their academic achievement is outstanding. This ensures that they are extremely well prepared for secondary education and the world beyond. The school's strengths are recognised by most parents and carers, who hold it in high regard. One commented, 'Both my children have had a wonderful time at Great Kingshill and we could not be happier with their progress both socially and academically.' This was typical of many.

Children make a good start in the warm and welcoming environment of the Reception classes. As they move up through the school, good teaching enables pupils to make good progress. By the time they leave, their attainment in mathematics and English is high and much better than in most schools. Whilst pupils reach above average levels in writing, progress is not as good as it is in reading and mathematics, particularly for the more able. The school has adopted a range of strategies to increase pupils' motivation to write. For example, a new, more creative approach to curriculum planning is being introduced, which is enabling pupils to see how their learning fits together and is providing them with a real context for writing. These strategies are beginning to have an impact but they are not yet firmly embedded.

Teachers manage their classes very effectively and engage and motivate learners well. They have high expectations of their pupils and generally meet their differing needs effectively. They work well with teaching assistants, who make a good contribution to the quality of education, particularly for pupils with special educational needs and/or disabilities. Occasionally, all pupils are given the same tasks to do, with varying levels of support, and not enough attention is given to their particular needs. As a result, the work can be too easy or difficult for some. Teachers mark pupils' work conscientiously but the extent to which marking helps pupils to improve is variable. Similarly, there are good examples of targets which help pupils focus on improvements but not all pupils find them helpful or meaningful.

The school works very effectively in partnership with a range of outside agencies to support pupils' pastoral and academic needs. This supports the school in providing many opportunities for its pupils. The popular range of sports activities, in particular, helps pupils to adopt very healthy lifestyles.

The headteacher has led the school successfully over many years and is held in high regard by the school community. He is supported by effective senior leaders and a committed governing body. They have a clear view of the school's strengths and

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weaknesses although self-evaluation is not always incisive enough. Together, leaders are tackling the weaknesses identified at the last inspection, for example in writing. A new tracking system has recently been established, which is enabling the school to identify potential underachievement earlier and to put in the necessary support. This remains at an early stage of development and is only beginning to be used to track the progress of individuals and groups of pupils from year to year. Leaders provide good support to teachers, enabling good teaching to be maintained, although the monitoring regime has not been rigorous enough to move it forward to outstanding. Nevertheless, the school has consolidated its many strengths and maintained high levels of attainment over many years. This indicates that it has good capacity to improve even further.

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

- Accelerate pupils' progress in writing, particularly for the more able through:
  - embedding the more creative curriculum to provide a wider context for writing
  - using the new tracking systems to ensure that all groups of pupils make at least good progress from year to year.
- Improve the quality of teaching from good to outstanding by July 2012 through:
  - ensuring that work is always matched to the needs of all groups of pupils
  - ensuring that marking and target setting consistently help pupils to improve
  - monitoring teaching and learning rigorously.

**Outcomes for individuals and groups of pupils****1**

Pupils told inspectors how much they enjoy their learning, and this was very evident in lessons. They responded enthusiastically to their teachers' expectations and were keen to do well. They were very willing to answer questions and often made thoughtful and articulate contributions to discussions. They cooperate effectively and particularly enjoy working in groups. For example, in a lower-set mathematics lesson in Year 5, there was great excitement as groups competed against each other to complete some challenging calculations. Pupils apply themselves well when producing extended writing, for example when Year 5 pupils were producing monologues in response to 'The Highwayman'. This illustrates why pupils are making good progress overall from their above average starting points. There are no significant differences in the attainment of boys and girls.

Pupils with moderate learning difficulties are supported sensitively, which enables them to become confident learners and to make as much progress as their peers. Most go on to reach the expected levels for their age by the time they leave. Higher attaining pupils respond well to the challenges and many reach the higher Level 5 in mathematics and English, although considerably fewer do so in writing than reading.

Pupils behave extremely well in class and around the school and, in classes where there is a preponderance of boys, they respond well to their teachers' expectations. Pupils make a very strong contribution to the school community and take on a wide range of responsibilities willingly and eagerly. Particularly impressive is the prominent role they play in the dining room in serving, collecting the money and clearing up! They demonstrate an excellent understanding of the components of a healthy lifestyle. The emphasis on this

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aspect of pupils' personal development is reflected in gaining the Healthy School's status. They also have close links with the church and the local area, although their contribution to the community at a wider level is more limited. Most pupils say that they feel safe in school and are confident that the adults will resolve any difficulties they may have, although a few, in Key Stage 2, have concerns that adults are not interested in their views and the school council does not have a prominent role in driving improvement in the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
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>1</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>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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 vast majority of pupils and their parents and carers are confident that the school takes good care of them. A few parents and carers reported instances when the school had been extremely supportive of them and their children at times when they had been particularly vulnerable. Pupils experiencing emotional and social problems are also supported effectively through a nurture group. There is good support for pupils with a range of special needs and/or disabilities, enabling them to make as much progress as their peers. Pupils are also given very good support at the times of transition, whatever secondary school they are moving to. The school is very effective in promoting good behaviour and attendance, although it does not have robust mechanisms for recording incidents and trends. The breakfast and after-school clubs are well attended and provide an important service to the school's families.

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Most of the teaching seen was of good quality, although in a few lessons it was satisfactory. Teachers employ a range of strategies to motivate their learners and the new creative curriculum is providing them with opportunities to put learning into a more meaningful context. For example, in Year 2 when pupils were learning about the Great Fire of London, the teacher used the opportunity to develop their note-taking skills. The school is well resourced for information and communication technology (ICT) and pupils develop good skills in this area. Opportunities are sometimes missed, however, to use ICT to support learning in other subjects. In mathematics, pupils enjoy solving problems set in a real context. In a Year 6 lesson, pupils enjoyed responding to a range of time challenges related to the outcomes of the sprints in the 2008 Olympics. Sometimes pupils of different abilities are expected to do more or less work rather than working at differing levels of complexity, which limits progress. Teachers generally plan work on the basis of accurate assessment of pupils' needs, although their use of assessment through marking and target setting is variable in quality.

The considerable range of additional activities provided considerably enriches pupils' education. The many sports and arts activities are recognised by the school's national awards. The well-established teaching of French in Key Stage 2 prepares pupils well for their secondary education and the Forest Schools project provides another important dimension to their learning.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has created a very positive ethos for learning over many years and has galvanised the support and enthusiasm of the staff. He is supported well by his senior leadership team, who communicate high expectations to the rest of the staff. Middle leaders are influential and have, for example, driven improvements in writing and to the school's tracking systems. However, whilst the school identifies required improvements through the school development plan, this is not yet linked strongly enough to a range of robust monitoring and tracking activities to evaluate their success and to accelerate progress and improve teaching and learning still further. This is a key aspect as to why the school's effectiveness is not outstanding. Governors are supportive and knowledgeable and ensure that the school meets its statutory responsibilities. They offer a good balance of support and challenge to school leaders.

The protection of children is a high priority for staff and the arrangements for their safeguarding are good. The school's success in promoting equal opportunities and eradicating discrimination is evident in the everyday life of the school. Pupils achieve

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outstandingly well and there is no evidence of the underachievement of any groups of pupils. However, the school is not yet tracking the progress of different groups closely enough to alert them to any trends that may arise. The school makes a strong contribution to community cohesion at the school and local levels and has established a link with a school in Zambia. Its strategy to promote it at the national level is at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When children join the school, their skills and understanding are wide ranging but generally better than found in most schools. Very productive relationships are established with parents and carers, which enables children to quickly become confident and eager learners. There is a good and effective emphasis on activities led by adults to develop children's early literacy and numeracy skills in particular. At the same time, opportunities are provided for the children to explore the world around them and to play together around themes such as transport past and present, which enables them to develop curiosity and social skills.

Staff work closely together to plan to meet the needs of the children in all areas of their learning. The teachers recognise that the relatively new outdoor area is not yet being used to its full potential to develop all areas of children's learning. Detailed notes are made of children's progress and these are used to plan the next steps in their learning.

Relationships between children and staff are warm and supportive and behaviour is excellent. As a result, children make good progress and their attainment is high in all areas when they move on to Year 1. Staff work effectively as a team and their work is overseen by a member of the leadership team, although arrangements for monitoring and evaluation of the Early Years Foundation Stage are underdeveloped.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers were overwhelmingly positive about the school in their responses to every question. Almost all indicated that their children enjoyed school and were kept safe, and that they were happy with the school. Many added comments to support their views. Typical of these comments were: 'My children are having an excellent experience and enjoy their schooling' and 'We feel very lucky that our children attend such a great school.' A number of responses praised the leadership of the headteacher, the positive atmosphere in the school and the quality of the teaching. Inspectors found that pupils achieve outstandingly well and that the teaching is good. The leadership was also found to be good. A few parents and carers highlighted concerns about communication and frustrations with the lack of progress with the website. A few had concerns about the way poor behaviour is dealt with in the school. Inspectors found behaviour to be outstanding and to be managed well by staff, although they found that the recording of incidents is not robust. A few responses highlighted concerns about the school's provision for pupils with special educational needs. Inspectors found this provision to be good and that pupils with a range of special needs make good progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Great Kingshill C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 199 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	136	68	57	29	3	2	1	1
The school keeps my child safe	138	69	58	29	1	1	0	0
My school informs me about my child's progress	79	40	114	57	0	0	0	0
My child is making enough progress at this school	91	46	98	49	5	3	0	0
The teaching is good at this school	126	63	67	34	1	1	0	0
The school helps me to support my child's learning	91	46	99	50	5	3	0	0
The school helps my child to have a healthy lifestyle	129	65	68	34	1	1	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)	108	54	79	40	3	2	0	0
The school meets my child's particular needs	96	48	95	48	7	4	0	0
The school deals effectively with unacceptable behaviour	91	46	87	45	10	5	0	0
The school takes account of my suggestions and concerns	71	36	109	55	7	4	1	1
The school is led and managed effectively	120	60	68	34	3	2	0	0
Overall, I am happy with my child's experience at this school	136	68	59	30	4	2	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



14 January 2011

Dear Pupils

**Inspection of Great Kingshill C of E Primary School, High Wycombe HP15 6JP**

You may remember that I visited your school recently with three other inspectors. We really enjoyed our time at Great Kingshill and I am writing to thank you for being so friendly and helpful. I thought you would like to know what we found out.

You and your parents and carers are rightly proud of your school because it gives you a good education. We were really impressed with your excellent behaviour and enthusiasm for learning. Well done! You make good progress in your learning and, by the time you leave, your attainment in mathematics and English is much higher than in most schools. This means you are very well prepared for secondary school.

Your teachers work hard to make lessons interesting and fun. The new creative curriculum is helping with this and also giving you more opportunities to write about different things. Those of you who need extra help are very well supported and make good progress as well.

Your headteacher has led the school very successfully for many years. He gets lots of help from the other teachers, staff and governors. They are keen to make the school even better for you. We have asked them to do two things which will help.

- Although you are doing well in writing, you are not doing quite as well as you are in mathematics and reading. We have asked your teachers to use the creative curriculum to give you even more chances to write about interesting things. We also want the school leaders to make sure that you make good or better progress in every class.
- We have asked the school to make the teaching even better for you by ensuring that the work is always right for you and not too hard or easy. You can help by telling your teachers when this is not the case. We also want them to make sure that marking and targets help you to improve. Finally we have asked the school leaders to check regularly that these things are happening.

Yours sincerely

Graham Lee

Lead inspector

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