

King's Stanley CofE Primary School

Inspection report

Unique Reference Number	135266
Local Authority	Gloucestershire
Inspection number	333758
Inspection dates	15–16 October 2009
Reporting inspector	David Driscoll

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Philip Battrick
Headteacher	Barbara Deacon
Date of previous school inspection	Not previously inspected
School address	Broad Street King's Stanley Stonehouse GL10 3PN
Telephone number	01453 822570
Fax number	01453 822570
Email address	admin@kingsstanley.gloucs.sch.uk

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors.

The inspectors visited 13 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at records of pupils' progress since the school was opened, the school's development plan, a range of policies, records of checks on teaching and the 72 responses to the parental questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in writing in Years 3 to 6
- the appropriateness of the school's priorities for improvement
- the extent to which governors ensure the school meets requirements for promoting equality.

Information about the school

King's Stanley CofE Primary opened in September 2008, following the amalgamation of the infant and junior schools in the village. Most children come from King's Stanley, although 20% travel from Stonehouse. Eleven per cent of pupils have special educational needs and/or disabilities and none have a statement of special educational needs. About 1% of pupils come from a minority ethnic background.

The school holds the Gold Artsmark award, has met the standard as a Healthy School, and has achieved green flag status as an Eco School.

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?

1

The school's capacity for sustained improvement

1

Main findings

King's Stanley is an outstanding school that is truly the hub of the community. Every morning the pupils arrive with huge smiles on their faces and a spring in their step as they look forward to all the fun and exciting activities they will do. They simply love school and learning, so attendance rates are high. Parents leave with a smile too, rightly confident that their children will receive the best possible education. From the first 'dong' of the old school bell, pupils' outstanding personal development becomes apparent. Pupils instantly fall silent and stand still, except perhaps for the odd one who may have spotted a lone piece of litter in need of disposal. Pupils have a strong set of moral values and are exceptionally polite. Their behaviour is exemplary. Pupils of all ages are great ambassadors for the school, taking their message of 'being healthy is being happy' to the wider community. They love lessons because they are given very challenging work, which really stretches their knowledge and understanding. Teachers waste no time in lessons, so learning is rapid. The results are seen in the outstanding progress, especially in Years 4 to 6, and the high standards pupils attain when they leave school. Progress in the Reception class and Years 1 to 3 is good, but not quite as outstanding as in other years, because assessment is not used as well as in Years 4 to 6. Too few opportunities were taken to assess children in the Reception class last year, so teachers did not have an accurate picture of their standards and progress. This has since been rectified, but the systems are still very new and untested. There is some outstanding marking in Years 4 to 6, but in Years 1 to 3 pupils are not always given enough guidance on how to improve their work. The support given to different groups of pupils is outstanding. The extremely well-qualified team of teaching assistants are exceptionally well managed so that all pupils are supported equally well. The gifted and talented pupils, for example, are given the same quality of extra support afforded to those with special educational needs and/or disabilities. Parents also appreciate the support parents receive, joining in the extra clubs on Saturdays or making use of the cyber caf??.

The headteacher is truly inspiring. She has forged the staff from two different schools into a highly effective team. No stone is left unturned in the quest for excellence in all that they do. One area where the school is yet to reach such heights is in the management of safeguarding procedures, particularly clerical administration. These are satisfactory, but best practice is not yet adopted in all that the school does. The school has an exceptional awareness of its own strengths and weaknesses. Systems for evaluating the school's performance are particularly thorough and lead to carefully thought out priorities for improvement. Improving teaching is always at the forefront of actions to raise standards. Checks on teaching are rigorous and the detailed points for improvement, even on the best quality lessons, are much appreciated by staff. The varied expertise of governors is used particularly well to challenge and support the work of the school. That so much has

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been accomplished in such a short time is testament to the leaders' outstanding capacity to continue to improve even further.

What does the school need to do to improve further?

- Improve progress in the Reception class and Years 1 to 3 from good to outstanding by:
 - embedding the procedures for more frequent assessment of children in the Reception class in order to provide a more accurate picture of their progress
 - providing pupils in Years 1 to 3 with better guidance on how to improve their work.
- Ensure that the school adopts recommended good practice for safeguarding across all areas of its work.

Outcomes for individuals and groups of pupils

1

Children join the Reception class with the skills and knowledge expected for their age in literacy and number work, and are more advanced in other areas, such as physical and creative development. They make good progress and start Year 1 with standards that are above average in reading, writing and mathematics. The good progress observed in the Reception class was also seen to continue through Years 1 and 2, and standards are well above average by the time pupils start Year 3. They continue making good progress in Year 3, but in Years 4, 5 and 6 they really take off. The progress seen in lessons and the work in the books was outstanding in these years, and standards in Year 6 are far in excess of those expected for their age. The proportions reaching Level 5 in national tests for example are more than double the national average in English, mathematics and science. Indeed, in science almost every pupil reached Level 5. Progress in writing was a little slower than other subjects last year, but this was quickly identified and tackled by the school's managers. The progress in writing observed during the inspection was equally as outstanding as other subjects. Some pupils are extremely able, whilst others find learning more difficult. The school recognises that such pupils require extra guidance to reach their potential and has exceptionally well-organised and targeted support for them, so that all do equally as well as others.

Pupils' great enjoyment of learning was evident in all lessons. Pupils worked hard and showed a maturity beyond their years when discussing topics such as 'who is the strongest character in the book' in Year 4 or 'how does having quarters on a clock face help us to tell the time' in Year 1. Social development is of the highest standard, with all having excellent manners and getting on extremely well with one another. Pupils make use of their excellent understanding of how to stay safe and healthy. They help the police by talking to motorists who have been stopped for speeding and giving them a 'ticket' asking the drivers not to risk killing children. Younger ones have performed a play for the local community, promoting healthy lifestyles. Many grow their own fruit and vegetables, of prize-winning quality at school, using their own 'hot composting' facility, and then create healthier versions of popular dishes with the proceeds. Cultural development is outstanding. Pupils particularly enjoy their visits to inner city areas, where they go to different places of worship before meeting up with pupils from other schools and cultures to learn about how they live their lives. This is then taken further with their contacts with

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others from around the world. Spiritual development is excellent. In assemblies, even children in Reception take the opportunities to reflect seriously on issues that have been raised and all are genuine in their interest in, and applause for, the work of others that is shown to them on a Friday. Above all, pupils make the school a joyful and happy place for all pupils, staff and visitors.

These are the grades for pupils' outcomes

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

¹ 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?

Lessons are fun, while being firmly rooted in old fashioned values of strong discipline and valuing others' opinions. Throughout the school, teachers' expectations of pupils' behaviour and attitudes are equally as high as those for their academic performance. The consistent enforcement of the 'golden rules' by all staff plays a strong part in promoting pupils' outstanding moral development. The pace of learning in lessons is particularly rapid, with pupils moved on to the next task as soon as they have mastered a new skill. Many of the tasks are based around real-life problem solving, which pupils love. Activities, such as 'how do we send letters' in the Reception class to using the internet to find the fastest way of travelling from Stroud to New York in Year 4, are highly relevant and ensure pupils are exceptionally well prepared for later life. Assessments are frequent and accurate. The information gained is used very well indeed to set work for individuals and to spot those who may be falling behind. Such pupils receive intensive support from teaching assistants and soon catch up. Marking is outstanding in Years 4 to 6. Here, every

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pupil has targets for the medium term and success criteria for each piece of work so they know exactly what they are trying to improve. The pupils assess their own progress and then discuss their findings with their teacher, who uses the results to set the next set of criteria. The same approach is not used in other years, so pupils are not as clear about what they need to do to improve. The range of extra activities is far beyond that often seen in a school of this size. The range includes totally new subjects, such as Japanese. Activities do not stop at 3.25pm on a Friday. Saturday morning finds teaching assistants running a very popular cooking club for parents and children, and a cyber caf?? for the village. Such activities are particularly good at creating links with parents who may find coming into school more difficult. Staff have a deep understanding of pupils as individuals. They provide a high level of care, so pupils feel very safe. Every parent responding to the questionnaire said that their child was safe in school. Attendance is high not just because pupils love coming to school but also because there are excellent procedures in place to follow up any unexplained absences that may arise.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The outstanding systems for checking what the school provides give leaders at all levels a highly accurate picture of its strengths and weaknesses. Pupils' progress and involvement with school are carefully tracked and analysed to ensure no group is disadvantaged. When an area for improvement is identified, the whole school community works together to address it. The work to improve writing, for example, involved governors in producing a report, teachers in raising their expectations, teaching assistants in increasing intervention, pupils in telling leaders what they like and dislike, and parents in assessing the bookstock in the library. This sums up the school's outstanding drive for improvement, with the headteacher involving all possible parties and demonstrating a complete lack of complacency. Management tasks are shared equally as well, with even teaching assistants carrying responsibility such as for developing modern foreign languages. The school's work on community cohesion is based on an incisive analysis of the pupils' characteristics. Its impact is felt both within the local community, where the school forms a focus for many activities, and further afield where pupils in other schools different from King's Stanley learn what life is like in a village community. The school is particularly effective at engaging with parents who may find coming into school more difficult than others. Governors play a very strong role in promoting community cohesion. They have carried out a thorough analysis of the parents' views, and understand the needs of the local community. Very strong partnerships have been forged in the local, national and international community to ensure pupils understand how others live their lives in different

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circumstances. They go to great lengths to ensure that all pupils are treated equally and have the same opportunities. Pupils without internet access at home, for example, have their own facilities provided. Safeguarding policies and procedures meet all requirements, but there are some minor clerical errors in recording and some staff are confused about how to implement some aspects of the new policies. Overall, this is a school that is being driven forward by a headteacher that seeks excellence in all aspects of its work and instils the same sense of purpose in all those involved.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make a good start in the Reception class. They feel very safe and are well looked after by all staff. As in the rest of the school, activities are fun and children love the imaginative spaces created inside. The outdoor area is much less inspiring, so in the lessons observed, children would much rather spend their time indoors. Activities are carefully planned to provide an outstanding mix of those led by the teacher and those chosen by the children themselves. Assessments were not carried out frequently enough last year so, by the end of the year, the school did not have an accurate picture of standards and children had to be reassessed in Year 1. Assessments are now much more frequent, but it is too soon to say if the overall picture they are providing will be accurate in the longer term. Nevertheless, the assessments are providing a good basis to enable staff to match work to children's needs. The good guidance children receive when learning through play ensures they develop new skills and understanding well. Particularly good progress is made in learning to read, write and count, because tasks are very well matched to individuals. Some children are particularly able, already writing stories with punctuation for example, and they are given tasks that really stretch them, while still being fun. Good leadership and management are based on an extensive knowledge of the

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Early Years Foundation Stage requirements and the same high expectations for improvement are apparent in Reception as they are in the rest of the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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

The school carries out its own extensive online survey of parents, which inspectors considered alongside their own questionnaire. The results of both were equally as supportive of all the school does. Parents rightly hold the school in high regard, and inspectors completely agree with their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King's Stanley CofE 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 12 statements about the school.

The inspection team received 72 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	23	32	0	0	0	0
The school keeps my child safe	51	78	21	29	0	0	0	0
My school informs me about my child's progress	27	38	41	57	4	6	0	0
My child is making enough progress at this school	30	47	33	46	3	4	0	0
The teaching is good at this school	43	60	27	38	0	0	0	0
The school helps me to support my child's learning	36	50	28	39	2	3	0	0
The school helps my child to have a healthy lifestyle	46	64	24	33	2	3	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)	33	46	29	40	0	0	0	0
The school meets my child's particular needs	36	50	31	43	2	3	0	0
The school deals effectively with unacceptable behaviour	41	57	28	39	0	0	1	2
The school takes account of my suggestions and concerns	36	50	31	43	2	3	0	0
The school is led and managed effectively	45	63	24	33	1	1	0	0
Overall, I am happy with my child's experience at this school	47	66	24	33	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



19 October 2009

Dear Children and Pupils

Inspection of King's Stanley CofE Primary School, Stonehouse GL10 3PN

Many thanks for all the help you gave us when we visited your school. Your parents and carers can be very proud of your excellent behaviour and manners. You told us that you love coming to school, and we can see why. You go to a brilliant school where you learn very quickly and leave with standards much higher than we usually see. You really like the interesting and fun tasks that your teachers give you, so you work hard and concentrate very well on your work. It doesn't matter if you find learning easy or hard, there is always someone there to help you or to push you so that you always do as well as you can. The marking in Years 4, 5 and 6 is fantastic. It tells you exactly what you need to do to improve your work. We have asked your teachers to do the same in other years, and keep checking the children in the Reception class, so everyone knows what to do next. You also know a great deal about how to get on with other people and how to help them. We were very impressed by the things you do in the village and further afield. You rightfully feel very safe and well cared for. The people who run the school make sure that they do all that they need to keep you safe, but there are a few little things that they could still do better. So we have asked them to aim as high in this area of their work as they do in all others. You have lots of extra things to do at school, and we were especially impressed by the gardening and cooking you do. Actually, we were rather envious of the amazing vegetables you grow!

Even though your school is outstanding, the people who run it still want to make it even better. They are exceptionally good at finding out what could be improved and then doing something about it. Everyone involved with the school is working together to provide the best possible education for you, not just in school but also by taking you to see how others live their lives in England and making contact with others around the world.

With all best wishes for your futures.

Yours faithfully

David Driscoll
Lead inspector

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