

Kingstone and Thruxton Primary School

Inspection report

Unique Reference Number	116700
Local Authority	Herefordshire
Inspection number	358009
Inspection dates	16–17 November 2010
Reporting inspector	Mark Mumby HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Eric Gough
Headteacher	Colin Mutton
Date of previous school inspection	13 October 2009
School address	Kingstone Herefordshire HR2 9HJ
Telephone number	01981 250338
Fax number	01981 250338
Email address	admin@kingstone-thruxton.hereford.sch.uk

Age group	3–11
Inspection dates	16–17 November 2010
Inspection number	358009

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 1234 234, or email 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 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed seven teachers during 14 lesson observations. Meetings were held with the Chair of the Governing Body, the School Improvement Partner and members of staff. Informal discussions took place with pupils during break times and in lessons. They observed the school's work, and looked at a range of the school's documentation including that relating to safeguarding, self-evaluation and the tracking of pupils' progress. The responses to questionnaires from pupils, staff and 40 parents and carers were considered.

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

- How effective is the school's work to raise attainment in writing throughout the school, particularly in motivating boys to write?
- How well is assessment, including developmental marking, being used to challenge pupils of all abilities to achieve their best?
- How rigorous is school improvement work, including the role of the governing body, in holding the school to account?

Information about the school

This is a smaller-than-average primary school. Virtually all pupils are of White British background. Fewer pupils than average are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. The school has gained National Healthy Schools Status, Activemark, the Eco Green Flag award and a Quality Mark for special educational needs.

When the school was inspected in October 2009 it was given a notice to improve because it was performing significantly less well than in all the circumstances it could be expected to perform. It received a monitoring visit by Ofsted in June 2010.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This is because the school has taken effective action to address the issues raised at the last inspection. The school has prepared and implemented a comprehensive improvement plan. Effective strategies to raise standards have been put in place and the impact of these has been thoroughly evaluated. Progress of individual pupils is now monitored rigorously and any signs of underachievement are addressed swiftly. The success of the school's work is already becoming evident in improved progress and attainment for pupils. The effectiveness of the governing body has improved and good systems are in place to hold the school to account for its work.

Children enter Nursery or Reception with skills and understanding in line with expectations in all areas except communication, language and literacy where their skills are a little less well developed. They make satisfactory progress through the school and leave Year 6 with attainment which is now in line with the national average. This is an improvement since the time of the last inspection. The progress pupils make is the result of teaching which ranges from satisfactory to good. However, there is not enough teaching which is good enough to enable all pupils to make good or better progress. This is because assessment is not consistently used well enough to plan activities which are suitably matched to the learning needs of individual pupils. Teachers were supported by assistants in most of the lessons observed, but these additional adults were not always deployed well to make best use of their skills throughout each lesson. When teachers mark pupils' work, they sometimes provide clear guidance to help pupils achieve their targets. However, this good practice is not used enough to help all pupils to make as much progress as they could.

The school has improved the curriculum to engage pupils in their learning better. For example, useful links have been made to develop writing in different subjects. This has helped to raise attainment in writing, particularly for boys. However, this approach has not yet been developed to its potential.

What does the school need to do to improve further?

- Improve the quality of teaching to enable all pupils to make good or better progress by:
 - ensuring that teachers consistently use assessment effectively to plan activities which meet the learning needs of each pupil
 - making more effective use of teaching assistants to support pupils' learning throughout each lesson

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

- providing clear guidance, through marking, to help pupils improve their work.
- Develop the curriculum to make more effective use of cross-curricular opportunities to enable pupils to learn more quickly.
- 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.

Outcomes for individuals and groups of pupils

3

Pupils say that they feel happy and safe in school. They clearly enjoy their work and are keen to learn. They work well in lessons, cooperating well with each other and making satisfactory progress from their starting points. In many lessons, pupils make good progress because the work is challenging and teachers' expectations are high. Pupils' writing, particularly that of boys, has improved since the time of the last inspection and pupils are now beginning to write more accurately and at greater length. However, the presentation of work in some books is not consistently good and, in some cases, has deteriorated since the start of the year. Careful monitoring and support ensures that pupils with special educational needs and/or disabilities make similar progress to other pupils.

Pupils are fully involved in the life of the school and have some good links with the local community. Their good understanding of 'green' issues has been recognised in achieving the Green Flag award and pupils talk knowledgeably about the responsibilities they have for recycling. The 'Kingstone Kronicle', published each half term by the pupils, provides a good opportunity to share news within the local community as well as helping to develop the pupils' writing skills. A good range of visitors from different cultural backgrounds enriches pupils' cultural experiences through the curriculum.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

In most lessons, teachers have high expectations and pupils are clear about what they are learning. Teachers use their good subject knowledge to plan activities which interest the pupils and lessons progress at a brisk pace. Teachers use questioning well to check understanding and extend learning. However, the tasks which pupils are set to work on independently are not always sufficiently well matched to their needs. This is because assessment has not been used well enough to establish the next steps in pupils' learning. As a result, activities are occasionally too difficult for many pupils. Consequently, they are not able to complete tasks well and learn as much as they could. Teaching assistants provide valuable support to pupils in many lessons, but they are not always deployed effectively throughout each lesson to enable their skills to be used to best effect to support pupils' learning.

The curriculum has been planned to meet the pupils' needs and interests. Recent improvements are ensuring that there are increased opportunities for writing in different subject areas. This development is contributing to the improved progress pupils are now making in their writing. Useful links have been established with the local high school, enabling some pupils to benefit from specialist teaching and facilities for music and art. A good range of extra-curricular activities, including residential opportunities, enriches the curriculum for the majority of pupils in Key Stage 2 as well as some pupils in Key Stage 1.

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

The school has put in place good provision to ensure that pupils are aware of dangers such as those from the internet, traffic and strangers. There are good levels of supervision on the school site and a learning mentor is available to support pupils. The school council contributes to pupils' well-being by looking after pupils who may feel lonely by instigating a 'buddy stop' on the playground. Pupils who may be vulnerable are monitored carefully and good quality support is put in place where it is needed.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's leadership team and governing body have a clear understanding of the school's strengths and areas for development. They have worked together to plan, implement and evaluate appropriate actions to address the issues raised at the last inspection. Their determination to succeed is evident in the comprehensive range of documentation which the school produces to track its progress. Detailed evaluations from senior staff and minutes of meetings of the standards team and governing body demonstrate that those responsible for the leadership of the school are clearly focused on school improvement. The impact of their actions is becoming evident in the improved attainment of pupils, but the school's leaders are fully aware that there is more to do in order for all pupils to reach their potential.

The school has implemented a detailed and rigorous assessment and tracking system to monitor the progress of individuals as well as groups of pupils. This appropriate attention to detail ensures that no pupil falls behind in their learning. It has enabled the school to demonstrate that it has tackled the inequality between boys and girls noted at the time of the previous inspection. Pupils from different groups all now have equal opportunity to succeed. The school has good regard to its duties to safeguard pupils and ensures that all policies and procedures, such as risk assessments, are of good quality.

The school has established good links with parents and carers. It listens to their views and takes action where appropriate, such as amending the format of pupils' annual reports. A suitable audit of the school's community has been carried out and activities planned to promote community cohesion at an international level have been implemented. This work is at an early stage of development and the school has yet to evaluate the impact.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Early Years Foundation Stage are happy and enjoy their learning. They benefit from an attractive environment both indoors and outside. The curriculum is suitably planned to meet the children's needs and there is an appropriate balance between activities directed by adults and those initiated by the children themselves. Resources are adequate and adults provide a suitable level of support and interaction. Children behave well and relate well with adults. Children make good use of information and communication technology. They are encouraged to take on responsibilities, such as assisting with taking the register. This was particularly noteworthy as some children chose to respond to their names in French.

Adults assess children's learning and development satisfactorily and use this information to inform planning. Assessment profiles are completed accurately and sensible procedures to moderate these both internally and with other schools are in place. Good links have been formed with parents and carers, and with other providers ensuring continuity of learning and development between school, former settings and home.

The Early Years Foundation Stage leader understands the learning and development, and the welfare requirements for children of this age and appropriate measures have been put in place to care for the children. Consequently, the environment is safe and secure, and children are able to make satisfactory progress.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The response rate to the inspection questionnaire was lower than average. Virtually all parents and carers who responded to the questionnaire have very positive views about the school. A small number expressed concern that their children are not prepared well for their future. Inspectors found that pupils get a sound grounding in basic skills and are prepared well for transition to secondary school. A few parents and carers do not feel that the school deals effectively with unacceptable behaviour. Inspectors judged behaviour to be good and found that the school's strategies to manage behaviour are effective.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingstone and Thruxton 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	65	11	28	3	8	0	0
The school keeps my child safe	26	65	13	33	1	3	0	0
My school informs me about my child's progress	21	53	17	43	2	5	0	0
My child is making enough progress at this school	22	55	14	35	4	10	0	0
The teaching is good at this school	23	58	14	35	2	5	0	0
The school helps me to support my child's learning	23	58	15	38	1	3	0	0
The school helps my child to have a healthy lifestyle	19	48	19	48	1	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)	15	38	16	40	3	8	0	0
The school meets my child's particular needs	20	50	17	43	2	5	0	0
The school deals effectively with unacceptable behaviour	18	45	16	40	4	10	0	0
The school takes account of my suggestions and concerns	20	50	16	40	3	8	0	0
The school is led and managed effectively	21	53	14	35	4	10	0	0
Overall, I am happy with my child's experience at this school	24	60	13	33	3	8	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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.



18 November 2010

Dear Pupils

Inspection of Kingstone and Thruxton Primary School, Kingstone, HR2 9HJ

Thank you for making my colleagues and me so welcome when we visited your school this week. We very much appreciated the time you spent talking to us about your school.

Your school has improved a lot since it was inspected last October. The staff and the governing body have put together a useful plan to help you to learn better in school. They have made some important changes to the way you are taught to write. These changes are working and most of you are now making better progress in your writing. The governing body, which makes sure that your school is doing as well as it can, has also changed the way it does things. Governors now have a lot more information about how your school is doing and are beginning to help your teachers to plan more improvements.

You all behave well and work hard in lessons. Most of the work you do is interesting, but some of it is too difficult or too easy for some of you at times. We have asked your teachers to try to plan activities that challenge all of you just the right amount. When teachers mark your work, we have asked them to give you more information about how you can make it better next time. We have also asked them to make sure the other adults in your classrooms are always busy helping you to learn. The school has made some changes to the way it plans different subjects. These changes mean that you now have more opportunities to practise writing in different subjects. We have asked the school to plan even more opportunities like this to help you learn even better.

You can all help by continuing to work hard and enjoy the improvements that the governing body and teachers are making.

Yours sincerely

Mark Mumby

Her Majesty's 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.