

Charles Kingsley's Church of England Primary School

Inspection report

Unique Reference Number	116357
Local Authority	Hampshire
Inspection number	363854
Inspection dates	2–3 March 2011
Reporting inspector	Judith Rundle HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Ms Leone Brown
Headteacher	Miss Zoe Lundy
Date of previous school inspection	20 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 19 lessons, observed nine teachers and held meetings with the headteacher, staff, pupils, governors and parents. They observed the school's work, and looked at the school's excellence plan and its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of governing body meetings, and analysed questionnaires completed by staff and pupils and 134 questionnaires from parents and carers.

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

- What impact the development of wider outcomes, other than academic achievement, is having on pupils.
- Whether the quality of teaching and the use of assessment are consistently good or outstanding across the school.

Information about the school

Charles Kingsley's is an average-sized school with a stable school population; few pupils leave or join at different times during the school year. The school has more girls than boys. Most pupils are from a White British background and few pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average, but the proportion of pupils with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is well below average. The school has gained a number of awards, including Investors in People, Artsmark Silver, Healthy School and Activemark. The school is the first school nationally to be awarded 'advanced thinking school' status by the University of Exeter.

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

Charles Kingsley's is an outstanding school in all aspects of its work. Pupils thrive academically and in their personal development. The headteacher is inspirational and has led significant and positive changes to an already good school. She empowers both staff and pupils, which enables them to achieve their best at all times. A real sense of collaboration and ambition is apparent, with staff, governors and parents all working together to ensure pupils have the best opportunities. A unique ethos of aspiration, reflection and improvement permeates the school at all levels. Staff and pupils complete independent research and reflective learning journals that lead to high quality teaching and learning throughout the school. Everyone is seen to learn together. One parent summarises what many say, 'I feel my child is receiving a very special opportunity to learn about real life skills, values, how to think and question effectively and how to prepare for a happy and successful life.'

The outstanding teaching is continuously improving. It inspires pupils to want to learn. Staff share expertise to improve each other's practice, especially through the 'buddy' system. They work closely in pairs to observe each other's work and complete honest and frank evaluations. As a result, best practice is shared; staff set themselves challenging goals and are ambitious to improve even further. Teachers and learning support assistants work together very effectively and their complementary high-level skills ensure pupils are supported well at all times. The quality of the curriculum and enrichment is outstanding. Pupils enjoy learning and want to be in school. Consequently, attendance is well-above average.

Learning is at the heart of the school's work and all pupils make outstanding progress because of the quality of provision. As one parent said, 'My child feels confident about all aspects of learning. I never imagined education could be so good.' Pupils' attainment is significantly above average by the end of Key Stage 2 and has been for the last five years because pupils of all abilities are continuously challenged to attain their best. Close to half the school are identified as high achievers and a much larger proportion than average attain the higher Level 5 in both English and mathematics. Pupils identified with special educational needs and/or disabilities make the same outstanding rate of progress as others in the school because of the support they receive. Their attainment is well above other pupils with special education needs and/or disabilities nationally. Boys and girls attain equally well.

Pupils are given and undertake high levels of responsibility across the school. Their work as learning and school ambassadors enables them to contribute to the school's excellence plan, and to evaluate and inform teaching and learning approaches through action-research projects. As a result, positive changes have been made, such as the classroom environment and the way activities are planned and taught.

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The outstanding quality of care, guidance and support ensures that pupils and their needs are known thoroughly. Consequently, they are supported and challenged at the right level to help them achieve. One parent stated, 'Our son's preferred learning style is acknowledged; we want him to enjoy learning, be confident and to respect and care for others. CKS whole-heartedly promotes these values.' Links with parents and external agencies are excellent. Pupils emphatically declare their school is safe because of the care shown by adults. They show a great deal of care and respect for each other at all times. All parents say the school keeps their child safe. The improved procedures to 'kiss and drop' ensure pupils arrive safely into school at the start of the day.

Leaders and governors have excellent awareness and understanding of the strengths and relatively minor weaknesses of the school's work because of the rigour of the monitoring and self-evaluation procedures. Improvements since the last inspection have led to significant changes. These include the high levels of shared leadership and increased involvement of staff to assess, monitor and evaluate pupils' progress, a greater range of opportunities for gifted and talented pupils and improved facilities and provision for children in the Reception class and in Key Stage 1. The school has also channelled significant energies into developing core values which is leading to reflective, motivated and empathetic learners across the school. These positive and high-impact changes indicate that the school has outstanding capacity to improve further.

What does the school need to do to improve further?

- There are no areas for improvement.

Outcomes for individuals and groups of pupils

1

Children enter the Reception class with skills slightly above those expected. By the end of Year 6, all pupils are working at levels well above those expected for their age. In one Year 6 mathematics lesson, a group of higher attaining pupils were completing work normally undertaken in Year 9. This high level of attainment is also reflected in other subjects. For example, pupils in a Year 4 religious education lesson were able to explore feelings and emotions about going to war from other people's perspectives. They showed a great deal of empathy and produced powerful writing as a result. In another lesson, pupils used high-level skills in information and communication technology to research independently aspects of history that they had identified through earlier work. Pupils of all ages enjoy lessons, reflected in their motivation and perseverance to complete tasks to a high standard. They take a great deal of pride in their work and want to share it. The learning and achievement of all groups of pupils, including those with special educational needs and/or disabilities, is outstanding.

Pupils clearly understand safety-related issues and know that adults will help them if they have a problem. They also know the benefits of adopting a healthy lifestyle for their mental and physical well-being. All pupils have access to two hours of physical education each week and large numbers attend extra-curricular sports activities, including a judo club run before school. Behaviour is exemplary at all times and the school's development of values underpins pupils' courteous and caring nature. Pupils make significant contributions to the school and local community. They especially enjoy being young sports leaders and their 'heart of the community' work, which involves making and keeping pledges to improve the local community environment. Pupils' spiritual, moral, social and

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cultural understanding is outstanding. Pupils have ample opportunities to reflect spiritually and build on the Christian ethos of the school, especially through assemblies that help them explore their own and others' feelings through making and learning from mistakes. They have a very well-developed understanding of rights and responsibilities, supported through lessons in philosophy for children (P4C). They start to develop knowledge of other cultures in the Reception class with links to India, which continues with the connecting classroom project and extensive links with schools in South Africa, Kenya and Australia.

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?

Teachers have very high expectations of pupils and they respond positively through their concentration and effort. The use of secure subject knowledge and questioning is outstanding to extend pupils' subject vocabulary, to develop their higher order thinking skills and to help them work out solutions for themselves. Pupils are helped to think like dance choreographers, mathematicians or artists and become independent learners swiftly. Learning support assistants are deployed extremely well especially in one-to-one support for pupils with special educational needs and/or disabilities. Procedures to assess, monitor and evaluate pupils' progress are robust. The school has been identified as having 'best practice' in this field and leads on the development and use of assessment across the local authority. Analysis of assessment data leads to swift and effective interventions for any pupils identified as not making the expected progress. All pupils know their targets for

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improvement and can talk knowledgeably about the help they receive to achieve them. They have excellent opportunities to assess their own and others' work and accurately comment on how it could be improved. Pupils of all ages evaluate their understanding of work, and pupils in Key Stage 1 love using the 'dragons' to indicate how much they know. Teachers are excellent at observing and intervening at just the right time to bring about improvements in pupils' work. The quality of feedback and marking is exemplary and leads to pupils' high attainment and outstanding progress.

Lessons are exciting and use an outstanding range of strategies and resources to build on pupils' prior learning. The curriculum very effectively meets the needs of pupils with different abilities and preferred learning styles. One parent said, 'We love that our child is being taught how to learn, not just what to learn.' Pupils identified as gifted and talented attend specific events each term, some at the partner secondary school. Pupils have memorable experiences which are enhanced further through regular learning events. Pupils in Year 1 were excited about their Victorian washday and eager to share what they learned. They were particularly enthusiastic about copper boiling pots and mangles, and their ironing song was sung with gusto. The range of extra-curricular activities is extensive and well attended.

The care and support for pupils, and their families where applicable, are outstanding. Links with external agencies ensure that pupils receive swift support as required, including to improve attendance and/or punctuality. Pupils with special educational needs and/or disabilities receive well-targeted support to ensure they are fully included and gain maximum benefit in lessons. Parents and carers are valued partners of the school. Many comment on the benefits of the parents' briefing at the beginning of every year to reinforce the expectations for volunteers. They say it gives them confidence in volunteering themselves but also to understand how others will be working with their children in school.

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 headteacher, other senior leaders and governors are highly successful in inspiring the school and local community. There is a real sense of teamwork that has created a buzz of ambition and excitement for continuous improvement. All teachers have areas of responsibility, are involved in monitoring the school's work and are robustly held to account for improvements. All staff have opportunities to lead and introduce new initiatives to the school, particularly following their individual research on teaching and learning last year. There are high levels of engagement with partners to set the strategic

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direction of the school. For example, governors interviewed parents and carers as part of the curriculum review and pupils make suggestions as to what should be in the school's excellence plan. Strong partnerships exist between the school, pupils and home. Pupils from Year 2 onwards lead 'learning consultations' for their parents or carers and want to share their learning journeys.

The governing body is outstanding and has exceptional insight into the work of the school because of its active support, robust monitoring and challenge. It is particularly rigorous in ensuring safeguarding procedures meet requirements, and are reviewed regularly. It has increased communication further through the reintroduction of a governors' newsletter that is sent to everyone in the local community and is available on a school news board in the local church.

Community cohesion is outstanding as leaders have previously undertaken a comprehensive audit of the school's circumstances and taken incisive action to increase this aspect of its work further. Highly effective partnerships are in place to support transition into the school for Reception-age children and when pupils transfer to secondary school. Effective links have been created with a primary school based on their common ethos and through the connecting classrooms project internationally. Adults and pupils have close connections with the local church and pupils have extended their own reflective practices by providing reflection jars, with questions that promote discussion, to church family home groups. Together, these activities enable pupils to develop their knowledge and understanding of people in circumstances that are different from their own. To promote equality of opportunity beyond academic achievement, pupils also explore the United Nations rights for children and are adamant that discrimination and bullying are just not tolerated at the school.

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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

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Early Years Foundation Stage

The Early Years Foundation Stage is led and managed very effectively. Children settle into school swiftly and quickly undertake independent activities. They make outstanding progress particularly in their personal, social and emotional development and their speaking and listening skills. Assessment procedures are robust and enable the early identification of, and intervention with, children who are not making the expected progress. When children finish in the Reception class, they are all working at, and most are above, the expectations for their age across all areas of learning.

Provision is outstanding. Children feel safe and are confident to ask adults for help if they need it. They benefit from a purpose-built facility after a new build in recent years. The indoor and outdoor learning environments are stimulating, and activities include an excellent balance of those led by the teacher and those initiated by the children. Teaching is outstanding and staff plan an extensive range of activities that are imaginative and subsequently engage and excite pupils in learning through play and exploration. For example, children really enjoyed using their bikes as submarines to explore a theme on water that included objects that sink or float and animals that live underwater.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers are overwhelmingly supportive, with 100% saying they are happy with their children's experience at the school. All respondents say the school keeps their children safe and that teaching is good. The vast majority are very pleased with the progress their children are making, and feel the school meets the needs of individual children well. A very small number of respondents comment that the school does not meet their children's needs. However, inspectors found all aspects of the school's work outstanding. One parent summarised what many said, 'We value the school's tireless work to ensure that every child believes in themselves and the great things they can achieve.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charles Kingsley's Church of England 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 134 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	73	34	25	1	1	0	0
The school keeps my child safe	113	84	21	16	0	0	0	0
My school informs me about my child's progress	78	58	54	40	1	1	0	0
My child is making enough progress at this school	91	68	41	31	2	1	0	0
The teaching is good at this school	101	75	33	25	0	0	0	0
The school helps me to support my child's learning	85	63	48	36	1	1	0	0
The school helps my child to have a healthy lifestyle	90	67	42	31	2	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)	75	56	55	41	0	0	0	0
The school meets my child's particular needs	86	64	46	34	3	2	0	0
The school deals effectively with unacceptable behaviour	81	60	51	38	1	1	0	0
The school takes account of my suggestions and concerns	60	45	66	49	2	1	0	0
The school is led and managed effectively	95	71	39	29	0	0	0	0
Overall, I am happy with my child's experience at this school	102	76	31	23	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

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).

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">■ 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.



4 March 2011

Dear Pupils

**Inspection of Charles Kingsley's Church of England Primary School, Eversley
RG27 0LX**

Thank you for making us feel so welcome and for talking to us when we came to visit your school recently. We thoroughly enjoyed meeting you and seeing your work.

Your school provides you with an outstanding education. Your headteacher is inspirational and all staff and governors work together extremely well to keep on finding new ways of working and improving the school's work. You are lucky to go to such a unique and special school where you are helped to develop high standards, both academically and personally. You are articulate, reflective and mature and show high levels of independence in lessons and in the way you learn. You make excellent progress and your attainment in all your work is significantly above average. Your behaviour is excellent and you show a great deal of care for each other.

We found that teaching is outstanding and that all the adults at the school know you and your needs extremely well. You have excellent opportunities to learn in different ways, especially through the learning events. You undertake responsibilities with relish and are particularly proud of your work as part of the 'heart of the community'. We really enjoyed watching your work as young sports leaders and hearing about your work as learning and school ambassadors and how you have helped influenced the school's direction.

I hope that you continue to work hard, and continue enjoying school and learning new things. Thank you once again for showing us your school.

Yours sincerely

Judith Rundle

Her Majesty's Inspector

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