

King's Somborne Church of England Primary School

Inspection report

Unique reference number	116296
Local authority	Hampshire
Inspection number	379231
Inspection dates	21–22 March 2012
Lead 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 controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	John Cartwright
Headteacher	Nick Winning
Date of previous school inspection	6 November 2006
School address	Romsey Road Stockbridge SO20 6PN
Telephone number	01794 388381
Fax number	01794 388381
Email address	adminoffice@kingsomborne.hants.sch.uk

Age group	4–11
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Introduction

Inspection team

Judith Rundle

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed four teachers teaching seven lessons, of which one was a joint observations with senior leaders, and paid short visits to a further four lessons. In addition, the inspector made visits to a year assembly and enrichment activities. Meetings were held with a group of pupils, representatives of the governing body, and school staff, including senior and middle managers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a number of documents, including: the school's self-evaluation, monitoring and evaluation records, development plan, safeguarding policies and a sample of teachers' assessments and planning. The inspector analysed 49 questionnaires returned by parents and carers, and others completed by pupils and staff.

Information about the school

King's Somborne School is much smaller than the average-sized primary school, with slightly more girls than boys on the roll. Pupils are grouped in mixed-aged classes. The school has a less-stable population than other schools with more pupils than average leaving or joining the school other than at the start of the academic year. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is in line with the national average. The proportion of pupils with disabilities and those with special educational needs is below average. Very few have a statement of special educational needs. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It works in close collaboration with other local schools to share effective practice. The school has attained the Healthy Schools award, the UNICEF Rights Respecting School award level 1, The International School award and a silver Sing Up award. A number of new teachers and a new deputy headteacher have been appointed this year.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It has some outstanding features but is not outstanding overall because some inconsistencies exist in the quality of teaching. The headteacher has impressively established a shared vision within a new team very swiftly, that has resulted in a number of improvements since September 2011. Almost all pupils, parents, carers and staff are overwhelmingly positive about the school and its work.
- Pupils' attainment has been significantly above average for the last three years and most pupils make more than the progress expected nationally. Work seen in lessons, pupils' books and the school's own information show high standards are being maintained and that the rate of progress has accelerated for some pupils.
- The quality of teaching is good overall with a small minority being outstanding. Teachers use a broad range of methods to engage pupils in learning, although planning work to meet all the needs of different abilities within one class, particularly the higher attaining, is inconsistent. In outstanding lessons and written feedback, teaching ensures all pupils know how well they are doing and their specific next step in learning.
- A few responses from parents and carers raised concerns about poor behaviour and bullying, but pupils are adamant that behaviour is always good and that bullying 'just does not exist in our school'. Most pupils enjoy being in school, display highly positive attitudes to learning and all say they feel safe. Pupils demonstrate high levels of respect for one another. The inspector found behaviour and safety to be outstanding.
- Secure procedures are in place to lead and monitor the quality of teaching and the school's performance. As a result, senior leaders and the governing body have an accurate understanding of the school's strengths and areas for development. New leaders are starting to use these procedures well to accelerate pupils' achievement, particularly in English, although they are not embedded firmly with leaders at all levels.

What does the school need to do to improve further?

- Raise all teaching and learning to outstanding by ensuring consistency in:
 - planning work that meets all the needs of different abilities within one

- class to challenge learning further, particularly for those of higher ability ensuring all pupils know how well they are achieving and precisely what they need to do next to improve further.

Main report

Achievement of pupils

Pupils' attainment has been significantly above national averages by the end of both Key Stage 1 and 2 for the last three years and a high proportion of pupils attain Level 3 at the end of Year 2. More pupils attained Level 5 in English than mathematics at the end of Year 6 in 2011, reflecting the school's focus to increase opportunities for them to write for a purpose across the curriculum. In one lesson, pupils produced highly emotive writing based on their observations of a video clip from *'The Piano'*. They used sophisticated vocabulary to reflect empathy, emotions and feelings from different points of view.

Pupils' reading and communication skills are significantly above those expected nationally in all age groups. Most pupils are one to two terms ahead of national attainment. Pupils in the Reception class develop their use of phonics (learning the sounds that letters make) well and enjoyed learning and using 'sh' and 'ch' words. Most pupils read with confidence and expression to engage an audience. For example, pupils in Years 1 and 2 confidently read their poems and fairy tales in an assembly for parents, carers and other pupils. Pupils' work seen in mathematics lessons and in their books show they are able to employ a broad range of strategies to support their calculations. They respond positively to interventions on how to improve their work, resulting in more Year 6 pupils being on track to attain Level 5 in both English and mathematics. Some pupils, especially those in Year 5, are making rapid progress. Boys and girls attain equally well. Pupils show good levels of independence and perseverance in learning. They want to succeed, and do. However, at times, the level of challenge in classes is not high enough or introduced quickly enough for all pupils to make the rapid progress they are capable of, especially the higher attaining.

Most pupils exceed the nationally expected rate of progress, and most parents and carers are very positive about the progress their children are making. Pupils who join the school at different times make above the expected progress because they are helped to settle into school quickly so their learning starts swiftly. Pupils with disabilities and those with special educational needs, including those with a statement of special educational needs, make good progress from their starting points. A number of these pupils, particularly in Reception and Year 1, make rapid progress because of the quality of support from staff. Pupils known to be eligible for free school meals make better progress than similar groups nationally and in line with others in the school. Children in the Reception class show good progress overall with particular strengths in developing their communication, language and literacy skills, and knowledge and understanding of the world.

Quality of teaching

Pupils, parents and carers recognise that teaching is good in their positive responses in their questionnaire returns. All staff have secure subject knowledge that is used to observe pupils' work and give feedback on their learning. Teachers have high expectations of pupils and their engagement in learning, and they respond very positively. Teachers plan work that meets the needs of most pupils, although at times work does not stretch higher-ability pupils enough. The sharing of learning objectives has improved since the previous inspection so all pupils understand the purpose of their learning. The pace of learning is good, although it slows occasionally when there is too much teacher input. A broad range of methods and resources is used to stimulate pupils' interest and engage them actively in learning with effective use of 'talk partners' and self-checking criteria. Pupils were particularly enthusiastic when given opportunities to use laptops and digital cameras to support their work. The careful deployment of skilled learning-support assistants ensures targeted pupils are involved in learning and make good progress. All teachers use questioning effectively. In the outstanding lessons, excellent probing questions really challenged pupils' thinking and extended their knowledge and understanding rapidly.

Teaching and the planned curriculum enable pupils to develop their spiritual, moral, social and cultural awareness extremely well. Its positive ethos is reflected in classroom assemblies and good opportunities for pupils' personal reflection time. This is a strong outcome of the school's work. Pupils work collaboratively. They take good care of each other and listen respectfully to each other's input. Younger pupils are good at sharing equipment and taking turns. Pupils explore different faiths and beliefs through lessons and circle time. They have good opportunities to learn about the cultures in other countries.

All teachers use learning ladders and 'tickled pink and growing green' in marking to help pupils understand their progress. All pupils know their targets for improvement. In examples of outstanding feedback, pupils are provided with highly pertinent comments that indicate why work is good, what to improve and precisely how to do it. There are missed opportunities to link feedback more closely to pupils' targets so they all understand how well they are doing and the relevance of their targets. Procedures to assess and monitor pupils' progress have improved since the previous inspection and staff are held more robustly to account for the progress pupils make in their class.

Behaviour and safety of pupils

A few parents and carers who returned questionnaires expressed concerns about the standards of behaviour or bullying. However, the inspector found that the vast majority of pupils behave impeccably at all times both in and around school. They all display excellent, enthusiastic attitudes to learning in lessons which contribute positively to their rate of progress even when teaching is not inspiring. They are eager to learn and undertake additional independent research on their school work to be the best they can. Expectations of behaviour are high, pupils devise and agree their own rules, and consistent use is made of behaviour ladders in classes. Pupils say that behaviour is typically always good and school information shows very few incidences of misbehaviour occur. Pupils play cooperatively in the playground, including between age groups, and ensure everyone is included through effective use

of the 'friendship bench', 'buddies' and peer mentors. Pupils supported by the emotional literacy support assistant or externally are starting to change behaviours positively. Pupils develop a good understanding of democratic processes through the application and elections for posts of responsibility. The school council makes decisions that influence the direction of the school.

Pupils are polite and courteous with each other and adults, and know right from wrong. Older pupils have a well-developed understanding of the different types of bullying and how to prevent it. Pupils are adamant that, although friends 'squabble', bullying does not occur. Almost all say they feel safe in school, and all parents and carers agree. They are confident that any issues they raise are dealt with swiftly by adults. Staff know pupils and their needs thoroughly; excellent relationships exist and help to create a positive and purposeful learning environment. Attendance is above the national average and pupils are punctual.

Leadership and management

Leaders responded positively to areas identified for improvement at the previous inspection. As a result, pupils have a good understanding of the purpose of their learning, writing opportunities are extensive and attainment has improved. New senior and subject leaders set a good example and are starting to improve provision and pupils' achievement in their areas of responsibility. Effective procedures are in place to monitor and improve the school's work. Consequently, senior leaders and governors have a secure view of its strengths, weaknesses and of pupils' achievements. The school 'target wheel' is firmly focused on improving pupils' achievement even further and the collective staff approach is driving this forward at pace. This resolve, improved attainment, good achievement and consistently outstanding behaviour indicate strong capacity for sustained improvement. Staff have good opportunities to share effective practice and to work with local authority advisers. Secure procedures ensure the safeguarding of pupils, and requirements are met.

The new creative curriculum introduced this year meets the needs and interests of pupils well with good opportunities for pupils to use literacy and numeracy skills across subjects. The curriculum supports the school's commitment to equality of opportunity as all pupils have equal access to exciting and stimulating learning experiences which is leading to the increased rates of progress for the vast majority of pupils. Pupils in Years 5 and 6 were bubbling with enthusiasm for the work on micro-organisms and fascinated by how bacteria collect on their hands. Pupils enjoy the topic-based approach to work, although leaders acknowledge that this new approach has yet to be embedded firmly in all classes. Provision for pupils' spiritual, moral, social and cultural development is very strong, particularly their moral and social awareness. The enrichment programme is a strength of the school, especially in music. The quality of singing is high, and all pupils have opportunities to learn a musical instrument. Pupils are excited to be playing African drums as part of the Cathedral music festival.

The governing body is knowledgeable about the school's work, is fully involved in setting the strategic direction of the school and undertakes a range of activities to monitor its impact. It fulfils its statutory duties well. Governors challenge and support

leaders effectively and hold them to account for improvements. A few parents and carers who returned questionnaires expressed some concerns about communication. Consequently, leaders and governors have initiated a parents' forum and have planned a series of workshops for the summer term.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 March 2012

Dear Pupils

**Inspection of King's Somborne Church of England Primary School,
Stockbridge SO20 6PN**

Thank you for your help and for talking to me during the recent inspection. I thoroughly enjoyed meeting you and seeing your work. I am writing to tell you about my findings.

Your school provides you with a good education. You experience good, and at times outstanding, teaching. Consequently, you achieve good standards and are helped to make progress in all aspects of your learning. You are very positive about the school and its work, and are particularly enthusiastic about the new topic-based approach to learning. You show high levels of respect for each other and adults, and enjoy taking positions of responsibility in the school. A few of your parents and carers raised some concerns about behaviour and bullying, but I found your behaviour to be outstanding. You told me that you feel safe and well cared for, and I agree that you are. The headteacher and other staff know you and your needs well, and are ambitious for you to do even better. Collectively, they are improving the school even further.

I have asked the school to raise the quality of teaching and learning to outstanding by ensuring that:

- all work is planned to match your needs and all of you are challenged in your learning, particularly the most able
- you all know how well you are doing and precisely what you have to do to do even better.

All of you can help by continuing to work hard to learn new things and telling your teachers if you find the learning too easy. Thank you once again for showing me your school.

Yours sincerely

Judith Rundle
Her Majesty's Inspector

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