

# Kingsdown and Ringwould CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	118690
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358422
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Walton
<b>Headteacher</b>	Jo Hygate
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Glen Road Kingsdown Deal CT14 8DD
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons taught by six teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 89 questionnaires from parents and carers, 22 from staff and 99 from pupils in Key Stage 2. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Progress in boys' writing at Key Stage 1 and in mathematics at Key Stage 2 for all pupils.
- Pupils' responsibility taking and their awareness of environmental issues and of cultural diversity in the United Kingdom.
- Pupils' attendance.
- The role of leaders at all levels in driving school improvement.

## Information about the school

This average-sized primary school takes pupils from the villages of Kingsdown and Ringwold but about two thirds come from further afield. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. These pupils have a wide range of needs, including specific learning difficulties and behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average. The vast majority of pupils are from White British families. Children in the Early Years Foundation Stage are taught in one Reception class.

The school has a number of awards, including Eco-School status and a 'Thinking School' award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

Pupils are rightly proud of this good school, which is improving rapidly under the very strong leadership of the headteacher. Adults are particularly successful at helping pupils to develop a love of learning and an excellent awareness of how to stay healthy.

Pupils very enthusiastically take responsibility and show great determination to succeed. They develop very high levels of confidence and self-esteem and apply their well-developed basic skills highly effectively in different subjects, ensuring that they are prepared exceptionally well for the next stage of their education. Pupils feel very safe at school. They are confident that worries would be tackled quickly and talk knowledgeably about the dangers they may face in later life.

Children get off to an excellent start in the Early Years Foundation Stage and then build on this well in the rest of the school. Pupils' attainment by the end of Year 6 has been rising for the last two years and is above average. Pupils make excellent progress in reading because the development of skills is promoted especially well in different subjects and there are many opportunities to read purposefully. Steps taken to improve progress in attainment in mathematics at Key Stage 2 are proving effective and pupils' progress in this subject is now good across the school.

Pupils achieve well because teaching is good. Teachers plan exciting activities that make learning purposeful. Most of the time, pupils' differing needs are met well, although just occasionally work is not pitched at the right level for all. When this happens, the pace of learning slows.

Pupils are superb ambassadors for the school. They are very sociable and articulate and make an excellent contribution to the school and wider community. For example, eco-rangers make a highly impressive contribution to environmental awareness by helping to keep the school litter free and reducing waste. The school's excellent work in this area is reflected in its well-deserved Eco-School award.

The outstanding curriculum provides pupils with many memorable experiences and ensures that basic skills develop quickly. Most pupils greatly enjoy school, especially the very large number of clubs and visits. As one pupil commented, 'We have fun and learn lots of things.' Pupils' attendance is above average and has improved in the current year when there have been fewer bouts of prolonged illness.

Morale within school is very high and the headteacher and other leaders have galvanised staff to improve their skills. Together, they have fully embraced many new initiatives. There continues to be a very strong drive for improvement and this is fully embedded across the school and is shared by all staff. There are very thorough systems for evaluating school effectiveness. These fully involve leaders at all levels and this ensures that there is an excellent understanding of remaining priorities. However, although all

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leaders are very clear about what they are trying to achieve, written development planning does not always set sharp enough success criteria for checking the impact of initiatives.

Leaders have established very effective partnerships with others to support learning and pupils' personal development. Members of staff take a key role in working with other schools to share good practice, especially with regard to the development of thinking skills. This innovative project has helped to motivate pupils to write with enthusiasm and to ensure that progress in writing is now good for both boys and girls at Key Stage 1. Successes such as this, as well as the good improvements in the curriculum and provision for children in the Early Years Foundation Stage, demonstrate that the school has a good capacity to improve further.

The school engages extremely well with parents and carers. They are regularly consulted and are kept well informed about how they can help their children. This helps them to make a very positive contribution to their children's learning.

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

- Ensure that all teaching is good or better by making sure that work is always pitched at the right level for all pupils so that the pace of learning is consistently brisk in every lesson.
- Ensure that written development planning sets clear criteria for measuring success.

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

**2**

Pupils' achievement is good. When children start school, most are working at the expected level for their age. From these starting points, progress is good. Test results at the end of Year 6 are improving quickly as higher attainment lower down the school begins to filter through to older year groups. Pupils greatly enjoy school and their very positive attitudes towards learning are a key factor in the good progress being made in most lessons. In a good literacy lesson, pupils showed great interest and made quick progress when writing about penguins because the work was very purposeful. Pupils worked hard as they used their research to find out how penguins live. In a good numeracy lesson, pupils keenly explored their own ideas for solving a multiplication investigation. They extended their knowledge well because work was practical and engaging. On just a few occasions where learning slows, pupils get over-excited about what they are learning. For example, in a satisfactory literacy lesson, not all pupils concentrated well enough when identifying missing punctuation in a piece of writing. Pupils with special educational needs and/or disabilities learn quickly in lessons because work is adapted to their needs so that they can participate fully in activities.

Pupils become very responsible young citizens. They behave well and are very polite and courteous. They show good consideration for the needs of others by organising fundraising activities for Shelter and writing prayers. Pupils are very appreciative of the wide range of sporting opportunities provided in lessons and clubs and they have an excellent understanding of what is meant by a balanced diet. This was seen to excellent effect on 'Pick a Lunch Box Day' when Year 5 pupils who had been shopping encouraged others to fill their lunch boxes with healthy food from the selection that had been

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purchased. Links with a school in London give pupils an increasingly strong awareness of life in multicultural Britain.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Adults place pupils' well-being at the centre of their work and this helps to ensure that they flourish both socially and academically. There are good systems for promoting good behaviour and these are understood well by pupils. Pupils who find work difficult are quickly given extra help to get them back on track and there is a very effective liaison with outside agencies when it is needed. This well-targeted support means that pupils whose circumstances have made them vulnerable make good progress most of the time.

Teachers prepare very thoroughly for lessons and they plan exciting activities that motivate and engage pupils well. Teaching assistants give good support to pupils, especially those with special educational needs and/or disabilities. Teachers have good systems for assessing pupils' learning. Good use is made of this information to plan the next stages in learning, although there are still just a few occasions when work is too easy or too hard for some pupils, which slows the pace of learning. Teachers give pupils regular feedback in lessons about how well they are doing. Marking is most effective in English where it gives a clear picture of next steps in learning.

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There has been an innovative approach to curriculum development since the last inspection. The school is the first in Kent to be awarded 'Thinking School' status and teachers use this approach to learning very effectively in lessons. This has had a particularly positive effect in English, where the structure of 'mapping out' ideas has helped pupils to structure their writing much more effectively.

There is a very exciting range of activities outside lessons. Clubs and visits support pupils' personal development extremely well, providing them with many memorable experiences. For example, pupils speak very positively about their recent science week: 'We were able to be real scientists!' High-quality displays reflect the school's excellent work in fostering pupils' creativity.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

This is a school that is not resting on its laurels. The headteacher is passionate about getting the best for the pupils, and her ambitions and drive for improvement are very firmly embedded across the school. She has brought many new ideas to the school and these have inspired staff. As one member of staff commented, 'The headteacher was a breath of fresh air when she arrived.' Together, senior leaders and other staff work tirelessly to fulfil their ambitious vision for developing the school. This has ensured that the school has continued to move forward quickly since the last inspection, with improvement in the curriculum having a particularly good effect on pupils' learning. There is a very good understanding of the next steps but success criteria in written development are not always sharp enough. Nevertheless, leaders are doing the right things to iron out remaining inconsistencies in teaching. The governing body provides good challenge to leaders and takes a good part in strategic planning.

The school promotes equality and tackles discrimination successfully. There is no discrimination and leaders are doing right things to ensure that all pupils achieve equally well. The school's good contribution to community cohesion is reflected in its very strong engagement with the local community and its excellent partnership with other schools and with parents and carers. Pupils have many opportunities to learn about life in other parts of the United Kingdom or overseas so that they are developing a good knowledge of life beyond Kingsdown.

The school has good safeguarding procedures. There are a comprehensive range of policies and effective staff training on child protection to underpin the good safe practice in school.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

A parent summed up some of the key strengths of provision in the Early Years Foundation Stage when writing, 'My child's teachers are fantastic and they have involved me fully in what is happening in the classroom.'

Excellent teaching and a vibrant curriculum means that attainment has been rising for the last two years and it is now high, with children making excellent progress in all areas of learning. There is a delightful atmosphere in lessons, with children supporting each other well and working hard at all times. Children develop very good confidence, selecting where they are going to work and showing very good independence and perseverance. Adults work together well to ensure that work is closely matched to need, although just occasionally there are some missed opportunities to move learning on even more quickly when children work independently. Children are very well cared for and they have excellent opportunities to explore their own ideas when, for example, finding out which liquid is stickiest or when looking for mini-beasts in the outdoor area. Topics are linked together to make writing purposeful and letter sounds are introduced highly effectively through a well-structured programme. This means that early literacy skills develop very quickly.

Excellent leadership has helped to strengthen provision since the last inspection. Members of staff monitor children's progress very closely so that they know what they need to teach next. Leaders continually strive to improve. For example, the recently introduced 'HomeSchool Diary' has greatly enhanced the involvement of parents and carers in their children's learning.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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

There was an above-average return of questionnaires from parents and carers. They are almost unanimously positive about all aspects of the school's work. Positive comments included, 'Teachers are supportive to pupils and parents', and 'My child loves school.' Very few concerns were raised, although a small number of parents and carers feel that the school does not tackle unacceptable behaviour well enough. Inspectors saw no unacceptable behaviour and found the school has good procedures for dealing with it if it does occur.

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

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

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

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	71	23	26	3	3	0	0
The school keeps my child safe	60	67	27	30	1	1	0	0
My school informs me about my child's progress	52	58	37	42	0	0	0	0
My child is making enough progress at this school	54	61	33	37	1	1	0	0
The teaching is good at this school	61	69	28	31	0	0	0	0
The school helps me to support my child's learning	57	64	31	35	1	1	0	0
The school helps my child to have a healthy lifestyle	59	66	28	31	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	58	34	38	0	0	0	0
The school meets my child's particular needs	54	61	33	37	1	1	0	0
The school deals effectively with unacceptable behaviour	42	47	36	40	6	7	0	0
The school takes account of my suggestions and concerns	45	51	39	44	1	1	0	0
The school is led and managed effectively	58	65	30	34	0	0	0	0
Overall, I am happy with my child's experience at this school	64	72	25	28	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 June 2011

Dear Pupils

**Inspection of Kingsdown and Ringwould CE Primary School, Kingsdown CT14 8DD**

Thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. We agree with you that your school is good and that you learn new things quickly.

Here are some of the things we found out about your school.

- Children in the Reception class learn new things very quickly. You are very friendly to visitors and are taught extremely well.
- In Years 1 to 6, good teaching helps you to make good progress.
- You are very happy at school and behave well in lessons. There are lots of fun things to do outside lessons. It is great that you are so good at looking after the environment. The litter pickers are particularly hard working!
- You have an excellent understanding of how to stay safe and healthy and you take responsibility extremely well.
- All of the adults in the school are very kind and they give you good help when you are struggling with your work.
- The school is led and managed well, and all the adults work very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that teachers always plan work that is not too hard or too easy for you.
- Make sure that leaders write down more clearly how they are going to improve the school even more.

We wish you all well for the future. You can help your teachers by trying to present your work neatly all of the time.

Yours sincerely

Mike Capper

Lead inspector

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