

Kingston St Mary Church of England Primary School

Inspection report

Unique Reference Number	123795
Local Authority	Somerset
Inspection number	380731
Inspection dates	12 and 13 October 2011
Reporting inspector	Colin Lee

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	114
Appropriate authority	The governing body
Chair	Lucy Hay
Headteacher	Kim Greenslade (acting)
Date of previous school inspection	7 March 2007
School address	Greenway Kingston St Mary Taunton TA2 8JH
Telephone number	01823 451353
Fax number	01823 451390
Email address	office@kingston-st-mary.somerset.sch.uk

Age group	4–11
Inspection date(s)	12 and 13 October 2011
Inspection number	380731

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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons taught by five teachers. They observed the school's work and looked at the school's data on pupils' attainment and progress, the school development plan, school planning documents and procedures for keeping pupils safe. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors analysed 69 questionnaires completed by parents and carers, as well as speaking to a group of parents and carers.

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

- Have the initiatives introduced to improve pupils' attainment and rates of progress in Years 1 and 2 been successful?
- How effectively does the school use information from assessment to plan the next stages in pupils' learning.
- The action being taken by leaders and managers to evaluate the impact of provision on pupils' outcomes.

Information about the school

The school is smaller than an average-sized primary school. The large majority of pupils are of White British heritage. Pupils are taught in four mixed-age classes: Reception and Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is also below average. The school has received awards for several aspects of its work, including the Healthy Schools and Activemark awards. There have been changes in senior leadership in recent months. The assistant headteacher and a consultant headteacher led the school during the summer term 2011 and an acting headteacher was appointed in September 2011. A pre-school provision is based on the school site but this is not managed by the governing body and is subject to a separate inspection.

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

The school provides a good quality of education and there are several aspects of its work that are outstanding. Since the previous inspection there have been many staff changes but the very strong sense of teamwork that has remained throughout the changes is one of the key reasons for the school continually moving forward. This good, collective drive and ambition, and the close cooperation with parents and carers, provide the foundation for the school's ongoing improvement in its provision and pupils' academic and personal development outcomes.

The most important areas of growth are the rising attainment of pupils by the end of Year 2 and the improvement in pupils' rates of progress in the Early Years Foundation Stage and Years 1 and 2. This is the result of the increasing effectiveness of teaching and the successful introduction of new strategies for assessing pupils' work to check their progress. Historically, the progress of younger pupils has been satisfactory at best. This has resulted in attainment at the end of Year 2 being below national averages. Pupils over the last three years made good progress in Years 3 to 6, which has raised attainment to levels above the national average by the end of Year 6. The whole school picture now, for all groups of pupils, is of good achievement, above average attainment and good progress, with pupils in both Year 2 and Year 6 on track to reach above average attainment by the end of the school year. The priority that the school has placed on improving writing skills has been particularly successful, with excellent work on letters and sounds leading to rapid improvement in younger pupils' reading and writing.

Outstanding care, guidance and support for all pupils are strengths of the school which are leading to better outcomes in the pupils' personal development. The outstanding outcomes include pupils' behaviour, their spiritual, moral, social and cultural development and their adoption of healthy lifestyles, reflected in the school's Activemark award. Pupils enjoy school and their attendance is above average. There is good support for pupils whose circumstances may make them more vulnerable, particularly from teaching assistants and a range of outside agencies, which is helping the pupils make good progress in their personal development.

Self-evaluation is rigorous, as are the continuous monitoring and evaluation of all aspects of the school's work by governors and senior and middle leaders. These processes, together with the improvements that have been made in pupils' academic and personal development outcomes, show that there is a good capacity for improvement in the future. The focus on improving the effectiveness of teaching and

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

learning is seen as central to the school's improvement. Teaching and learning are good but senior leaders recognise that there is more work to do as the quality of teaching is not yet wholly consistent. New approaches to the assessment of pupils' progress over time have quickly become very effective. Good use of this information is identifying any pupils whose progress is slowing down and the impact of programmes to help them catch up is constantly evaluated. The variability in teaching and learning is seen in the more immediate, short-term checking of pupils' learning in lessons. Marking of work does not always inform pupils sufficiently about how work can be improved, nor does feedback given in a minority of lessons set clear enough short-term targets for the next stage in learning. Similarly, there is some inconsistency in the extent to which pupils have opportunities to evaluate their own and others' learning in order to reflect on how it can improve. Senior leaders know that there is some outstanding practice in these areas which they plan to share in order to achieve the consistency they seek.

Governance is outstanding and governors have ensured that important responsibilities, such as safeguarding, are secure and effective. Governors have worked very closely with school staff and the local authority in order to successfully maintain ongoing improvement in the school's effectiveness during the period of changes in leadership.

What does the school need to do to improve further?

- In order to further improve pupils' attainment, raise the quality of teaching and learning from good to outstanding by:
 - using the marking of work to indicate how pupils can improve their work in all areas of the curriculum
 - consistently assessing pupils' work during lessons in order to give them short-term targets for small steps in improvement
 - providing more opportunities for pupils to reflect on their own work and that of others in order to identify its strengths and make their own suggestions on how it can be improved.

Outcomes for individuals and groups of pupils

2

There are no significant differences in the progress made by different groups of pupils. This not only means that all are achieving well but it also reflects the determination to ensure equality of opportunity is at the heart of the school's ethos. Senior leaders have established a very high expectation of the progress that all pupils, including those with special educational needs and/or disabilities, should make and they are all rising to the challenge. All lessons seen during the inspection had a buzz of eagerness to work hard and to learn. Some had an obvious excitement, for example when Years 1 and 2 pupils discussed their own versions of a

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

story read to them at the start of the lesson. They later role played dialogue between two characters and many applied what they had been taught about speaking expressively. The ideas then given to partners about other things they could say showed the kind of constructive peer evaluation that is insufficiently present in some of the lessons in other classes.

Pupils talk of their enjoyment of all that they do in school. They particularly like the emphasis on first-hand experiences and practical activities in topic work. Pupils are proud of past work, as was obvious when some Years 5 and 6 pupils keenly showed an inspector work in their writing books. They also appreciate the work of others. Word quickly spread around the school about the bread shapes made by Years 1 and 2 pupils for Harvest Festival, with many wanting to see this for themselves.

Pupils feel safe in school and this view is shared by parents and carers. They enjoy physical activity and explain very knowledgeably how this and healthy eating form the basis of a healthy lifestyle. Those pupils with special responsibilities, for example as school councillors, carry out responsibilities very conscientiously. Where impromptu responsibility is given, pupils show great confidence. This was exemplified in collective worship by those leading prayer, demonstrating actions that went with a song, and accompanying singing on recorders. The contribution of the pupils and the impressively high quality of singing made this a very spiritual event.

The outcomes in pupils' personal development and their continually improving basic literacy and numeracy skills mean that pupils are well prepared for the next stage in their education and their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	2

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

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 extent of pupils’ spiritual, moral, social and cultural development

1

How effective is the provision?

Pupils are provided with learning activities which are usually closely matched to their abilities and needs. This was done most effectively in a Years 3 and 4 numeracy lesson where, from the outset, pupils of different abilities were given different mental calculations to carry out during the lesson’s introduction. This provided the right level of challenge for all. Although clear learning objectives are set for each lesson and tasks match needs, pupils do not generally have sufficiently frequent opportunities to reflect on their own learning and think about how their work can be improved. The inconsistency of teachers’ use of this type of self-assessment means that individual pupils’ progress in a lesson is not as rapid as it could be. There is some good practice, as was seen in a numeracy lesson when each small group of Year 5 pupils was given a clear target for their tasks and they were able to measure their progress against this target.

The integrated curriculum follows a programme of topics in which subjects are linked together. Topics focus on personal development outcomes as well as subject knowledge and this has helped the school achieve its Healthy Schools status. Teachers make good use of other subjects to help polish literacy and information and communication technology (ICT) skills. There is also ongoing recording of the skills being acquired in other subjects. This is good assessment practice which ensures that topics provide continuity in pupils’ learning across the school as a whole. The curriculum is fully inclusive and is adapted to meet the needs of pupils with special educational needs and/or disabilities. Pupils’ learning is further enhanced by the very good range of clubs and activities outside the school day. Take-up of these activities is good and many pupils regard them as a highlight of the week. Pupils’ enthusiasm is also very evident at the well-run after-school club, which is one of many impressive aspects of the school’s outstanding commitment to providing high quality care, guidance and support for each pupil.

These are the grades for the quality of provision

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

How effective are leadership and management?

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 whole school community shows collective determination and a shared drive for improvement. Successive senior leaders have harnessed this ambition, and the practical measures adopted to raise the quality of teaching and learning are having a good impact on all pupils’ achievement. The promotion of equal opportunities and tackling discrimination are central to the school’s ethos. This is judged outstanding. Not only have past inequalities in pupils’ progress at different ages been completely eradicated, but also the school’s vigilance in providing support for any pupils whose circumstances may make them vulnerable enables them to make the same good progress as their peers.

The school promotes community cohesion well. The many opportunities for pupils to contribute to the school and local communities have good impact on pupils’ personal development. International links, for example that with a French school with which pupils communicate by video-conferencing and letters, promote cultural development well. The school is at an early stage of developing community cohesion in a national context and pupils are unable to compare their lives with those of people in a contrasting United Kingdom setting. The governing body ensures that safeguarding arrangements are thorough and that staff are thoroughly and regularly trained in attending to health and safety, risk assessment and child protection issues. Close cooperation with staff as well as independent monitoring and evaluation of school improvement mean that the governing body is very well informed about the school’s work and contributing significantly to strategic decision making.

A wide range of successful partnerships with educational and community organisations has a good impact on provision and pupils’ learning. This includes a very positive liaison with the pre-school provider now based on the school site. The home-school partnership is outstanding. The school works tirelessly at this link, providing guidance to parents and carers on pupils’ learning, reporting regularly on progress and keeping all fully informed of events. Parents’ and carers’ high levels of satisfaction with the school reflect the high quality of home-school liaison.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2

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 effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Reception children are taught in a class alongside a small number of Year 1 pupils. They settle quickly in school as a result of excellent liaison with the pre-school providers and with parents and carers. This was seen in the confidence and enjoyment of learning already present in many of the children at the time of the inspection, which was during their first full-time week in school. The children are immediately starting to benefit from the good provision. Good teaching and a stimulating learning environment are the cornerstones of this provision.

Learning opportunities are carefully planned to provide a balance of indoor and outdoor learning and children move to and fro between these environments throughout the day, registering on a task chart which activity they are going to do. A current drawback for the staff is the need for most of the outdoor resources having to be put out at the start of each day. The major development of the outdoor area about to start will remove this inconvenience. Regular assessment of children’s learning by recording observations of their successes and areas for development is used well to plan next stages in learning for each child. This contributes significantly to the progress they are making. The records of the current Year 1 pupils show that, from starting points close to those expected in all areas of learning, they made good progress in their Reception Year in all areas and outstanding progress in their knowledge and understanding of the world. This resulted in above average attainment overall by the end of the year.

The Early Years Foundation stage is led and managed collectively and well. The two teachers who share the teaching benefit from the support and outstanding level of expertise of the teaching assistant. Together they ensure that all children have a good start to school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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

Views of parents and carers

Sixty per cent of parents and carers returned the questionnaire. This is a high return rate. The vast majority of those parents and carers are confident that the school provides a good quality of education. Levels of satisfaction are well above average. Parents and carers see many strengths. They are confident that their children are safe in school and they are appreciative of the good quality of teaching and the extent to which their children enjoy school. A few parents and carers raised concerns related to individual experiences, upon which inspectors are unable to comment. Those questionnaires that had additional, positive comments mainly reinforced the positive view of the quality of teaching. This matches inspection evidence insofar as nearly all teaching observed was good and, on some occasions, outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingston St Mary 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	77	16	23	0	0	0	0
The school keeps my child safe	57	83	12	17	0	0	0	0
The school informs me about my child’s progress	33	48	30	43	4	6	0	0
My child is making enough progress at this school	30	43	37	54	1	1	0	0
The teaching is good at this school	47	68	20	29	0	0	0	0
The school helps me to support my child’s learning	45	65	22	32	0	0	0	0
The school helps my child to have a healthy lifestyle	39	57	27	39	0	0	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)	27	39	32	46	1	1	0	0
The school meets my child’s particular needs	39	57	25	36	3	4	0	0
The school deals effectively with unacceptable behaviour	36	52	29	42	2	3	0	0
The school takes account of my suggestions and concerns	37	54	28	41	1	1	0	0
The school is led and managed effectively	36	52	27	39	3	4	0	0
Overall, I am happy with my child’s experience at this school	50	72	16	23	2	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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"> ■ 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.



14 October 2011

Dear Pupils

**Inspection of Kingston St Mary Church of England Primary School, Taunton
TA2 8JH**

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. Kingston St Mary Church of England Primary School is a good school with some things that are outstanding. Here are some of the main findings from the report.

- You all work hard and are making good progress in all your work. By Year 6, standards are well above average in English and mathematics. We were very impressed by the writing we saw in each class.
- You are taught well but we want teachers to give you more ideas about how you can improve your work and also to encourage you to think for yourselves about how it can be improved.
- Your behaviour is outstanding. We were very impressed by the way that you look out for and help each other and by the interest you show in other pupils' work.
- You have an outstanding understanding of the importance of healthy eating and regular physical activity. We saw how fit many of you are.
- You do many jobs around the school and this helps the school community. You also contribute well to the local community.
- You say you feel safe in school. This is because all the adults do an excellent job in looking after you and making sure that you get help whenever you need it.
- All the staff and governors work well together to help the school to improve.

All of you can help your teachers to make Kingston St Mary Church of England Primary School an even better school by continuing to work hard and enjoying your learning. Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Colin Lee
Lead 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 123 4234, or email enquiries@ofsted.gov.uk.**