

Kings Lodge Primary School

Inspection report

Unique Reference Number	126287
Local Authority	Wiltshire
Inspection number	381207
Inspection dates	11–12 October 2011
Reporting inspector	Kevin Hodge

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Michael Buckley
Headteacher	Lynn Evans
Date of previous school inspection	18 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 18 lessons taught by 14 staff. They observed the school's work and looked at school documentation, including safeguarding, and pupils' workbooks. They held discussions with groups of pupils, members of the governing body, including the Chair of the Governing Body, and senior staff. Questionnaires from 156 parents and carers, 16 staff and 100 from pupils were analysed to inform the inspection process.

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

- How well children in the Early Years Foundation Stage achieve, particularly in communication, language, literacy and personal development.
- Whether teaching promotes good rates of progress, especially in pupils' writing and information and communication technology work.
- The extent to which pupils' personal development and well-being have been maintained since the previous inspection.
- How well senior leaders use self-evaluation to bring about further improvement.

Information about the school

The school is bigger than most. The Early Years Foundation Stage children are taught in two Reception classes. The proportion of pupils known to be eligible for free school meals is much lower than found nationally. There are a few pupils from minority ethnic groups. The proportion of pupils identified as having special educational needs and/or disabilities is below average. The school has achieved a number of awards reflecting its commitment to promoting pupils' healthy living and environmental awareness. There is a children's centre adjacent to the school site, which is managed independently, and was not part of this 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

Kings Lodge Primary is a good school. The school's special 'Bees' covering six principles, such as 'being' kind, helpful, honest and gentle, equip pupils well for their learning and personal development, which in turn helps promote their academic achievement. Pupils say they enjoy school, like the range of opportunities on offer, and that 'being with their friends' is one of the best things about the school.

There are a number of other key strengths and some areas for continuing improvement.

- In the Reception classes, children get off to a good start and make good progress in their writing, reading and language work. The outside areas, while giving children purposeful activities to follow, are not as enticing as those planned within the classrooms.
- Pupils' attainment is average by the time pupils leave at the end of Year 6 and reflects a rising trend since the last inspection. Attainment in English is often higher than the expected levels for pupils' ages and science skills are securely promoted. Although mathematics results rose last year, in their day-to-day work, pupils do not always have enough opportunities to apply their good calculation skills in real-life activities. There are small variations in progress between classes and year groups, often linked to the quality of teaching or weaknesses in planning or use of information and communication technology (ICT) in everyday activities.
- Pupils are kind, friendly and their behaviour is good. Their raised awareness of others in school and the local community is demonstrated in their work as members of the school council, play leaders or as members of the eco-club. Pupils' awareness and adoption of maintaining a healthy lifestyle are excellent. Attendance levels are very high as pupils enjoy school.
- Typically good teaching and an imaginative curriculum are positive factors in pupils' improving trend of attainment. Writing skills develop particularly well through well-chosen activities which extend pupils' vocabulary and confidence to write. Lessons are normally well planned and teaching assistants make a good contribution to pupils' learning. Pupils sometimes make slower progress when their learning is not extended enough through challenging questions or when the pace of the lesson moves too slowly.
- Good levels of care and support, supported by clear guidance policies, ensure pupils feel secure and safe. Those pupils with special educational needs and/or disabilities are supported effectively so they keep pace with classmates.

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- Underpinning the school's continued effectiveness since the previous inspection are the high expectations of the headteacher, and the support from senior leaders and members of the governing body. Routines for self-evaluation are usually accurate and staff and governors are clear that they want to improve the school's effectiveness further. This includes developing pupils' understanding of others with differing beliefs or lifestyles in this country. Although satisfactory, pupils' understanding is not secure enough.

Given that the school has maintained the good aspects noted in its previous inspection and has promoted further improvement in pupils' attainment and aspects of their personal development, the school has good capacity to improve further.

What does the school need to do to improve further?

- Improve the consistency of pupils' learning through the school this academic year to help raise attainment still further by:
 - giving pupils more opportunities to apply their number skills in investigative activities that relate to real-life examples
 - ensuring that pupils have more opportunities to use their ICT skills in their day-to-day work
 - ensuring that a swifter pace of learning and thought-provoking questioning are maintained in all lessons
 - developing the quality of outdoor provision for the children in the Early Years Foundation Stage.
- Improve pupils' awareness of the backgrounds, beliefs and lifestyles of those who reside in contrasting localities of the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils when asked to work together do so very effectively. They also enjoy working independently and respond well to teachers' guidance. Children start school with skills and understanding that are generally below those expected for their age and achieve well in their time at school. They gain skills well, particularly in their language abilities. In Years 1 to 6, initiatives to improve writing have resulted in pupils' greater confidence to write with flair and imagination. For instance, extended writing activities develop pupils' confidence to punctuate accurately and improve the range of words they use in their creative writing. Science, sports and artwork are strengths. The school's art displays show pupils' talents to good effect. The pupils' awareness and concern for their environment, and in being prepared for later life, were clear in a well taught Year 3 lesson when pupils explained the positive features of the local park, while developing their writing and drawing skills well. They then pointed out the pitfalls of losing such spaces for the future use by others. In some mathematics lessons, pupils' good number skills are not applied regularly in meaningful activities and, as a result, pupils' motivation falters. Pupils with special educational needs and/or disabilities achieve well as activities, often led by adults in one-to-one and small-groups, ensure they achieve well along with fellow pupils. The

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school effectively caters for those few pupils learning to speak English as an additional language, so they also make good progress.

Pupils’ spiritual, moral and social aspects are particularly well developed, contributing to pupils’ good behaviour, positive attitudes and very high attendance. As one parent said, ‘My child is really happy and can’t wait to start when the school opens each day.’ Pupils’ awareness of their own local culture is well developed, aided by being involved in the Chippenham Children’s Parliament, for example, while links with other countries are fostered effectively through school activities based on their links with Finland and China. Their understanding of others’ backgrounds and beliefs of those who reside in the United Kingdom is not secure. Pupils show caring attitudes to each other and enjoy their roles as monitors at playtimes and around the school. Assemblies on road safety help ensure they stay safe and older pupils are passionate about the benefits of reducing car use where possible. Pupils are also very keen about keeping healthy and know how to do so to a very high level. The school council is justifiably proud of the input it has made to influence changes. Its contribution is thoughtful and appreciated by staff and fellow pupils.

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	3
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	2
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	1
The extent of pupils’ spiritual, moral, social and cultural development	2

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

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How effective is the provision?

Teaching is typically good through the school, but there are some small variations between year groups and classes. Consistently good relationships ensure positive attitudes which aid pupils' learning. Tasks set enable pupils to share ideas with each other in pairs or in small groups. This sustains their interest and develops their collaborative skills. Teachers' day-to-day marking is effective in helping pupils improve. Pupils know their targets and how to 'up level' to refine their work. In a Year 4 lesson, pupils made good use of their specific targets to write complex and sophisticated sentences linked to their focus on Roald Dahl's book 'James and the Giant Peach'. Visitors sharing their experiences bring projects to life according to the pupils. In contrast, in some lessons, pupils' progress slows because the pace slows, the teachers' questioning is too predictable, or opportunities to use ICT skills in lessons are too few. Teaching assistants are well deployed and provide good support for the pupils with whom they are working.

A wide range of activities, which broaden the interests of pupils, enhances the curriculum. Projects, called learning adventures, range from exploring themes based on the book, 'Where Wild Things Are' to studies about the Second World War. Pupils benefit from systematic opportunities to foster their basic skills across the curriculum, particularly in writing and science, but less so in mathematics and ICT. The school has established a wide number of partnerships and links that enhance pupils' experiences and extend their skills, particularly in sports. Musical and artistic talents are catered for well with musical tuition, and out-of-school clubs including the highly popular street surfing club, martial arts club and Bible club.

The care, guidance and support for pupils are good. A range of links with outside agencies ensures that pupils with special educational needs and/or disabilities and those facing challenging circumstances receive good support. Pupils and most parents and carers appreciate the school's efforts to provide additional guidance and information on progress, although a very small number of parents or carers would like more frequent updates. The school quickly identifies those pupils whose circumstances make them vulnerable and provides regular support and guidance with help from outside professionals such as pediatricians. Transition into and out of the school is effectively managed, aided by well-developed links with other schools, including the adjacent children's centre and local secondary schools.

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	2

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How effective are leadership and management?

The headteacher develops good levels of teamwork and morale is high among staff as a result. Those with leadership responsibilities contribute to the whole-school drive for improvement. For example, they ensured all teachers focused successfully on promoting improvements in literacy, but recognise that ICT provision is overdue for improvement. The monitoring of teaching is regular and largely accurate in identifying the areas for improvement. The governing body, although having recent changes in membership, takes effective action to ensure governors are equipped in meeting their statutory commitments. Members visit the school both formally and informally, but recognise some visits are not always linked to current initiatives to gauge the pace of progress. Members of the governing body ensure, however, that the school meets safeguarding requirements and the school responds well to the views and concerns of pupils if they feel unsafe. Checks on staff appointments are thorough and up to date. To maintain the school’s good promotion of equal opportunity, staff and governors do not tolerate any form of discrimination and pupils say that they have equal access to attend clubs and to go on visits. Previous differences in attainment between boys and girls are reducing quickly and few differences in their work and attainment were apparent during the inspection.

The school engages with parents and carers effectively and receives good support for consultation evenings and events. Most, but not all, parents and carers appreciate the school’s caring approach and the way Kings Lodge develops the well-being of their children. Strong partnerships with other schools, support agencies and other services promote pupils’ learning, well-being and excellent attendance. The school’s promotion of community cohesion is satisfactory, rather than good, as pupils’ awareness of others’ backgrounds or beliefs in this country does not match their more secure understanding of their local culture or global awareness.

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	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for	2

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money

Early Years Foundation Stage

Children get off to a good start in the Reception classes as induction arrangements are good; several parents and carers commented in their questionnaires about their children’s happy early days in school. Children settle in well to their routines and most become confident learners quickly. Basic skills of communication, language and literacy develop well, with sessions dedicated to learning the links between letters and sounds and sessions to practise number skills being frequent and well taught. Language and literacy development is particularly good, and children’s personal qualities develop securely. There is a little unevenness in children’s attainment across different areas of learning, which the school is seeking to remedy. Activities effectively cover all areas of learning, both within the classroom and outside, although the outside area is not as enticing as the inside where the range of activities really sparks children’s imagination. For example, children enjoyed working in the make-believe science laboratory where they experimented with torches and boys made the most of using safety goggles when carrying out pretend experiments. Other children explained carefully why and how they could improve their counting using simple beads or by threading numbers onto some string. Teaching assistants provide conscientious support. There are good arrangements to assess children’s progress to identify any weaker areas of their learning and planning is modified as a result. Despite only overseeing this age group from the start of term, the new leader has quickly identified weaker areas to remedy, set in place secure assessment routines and manages this aspect of the school well.

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

Views of parents and carers

There was an average rate of return to the questionnaire. A small proportion of responses contained comments which were equally divided between those praising the school and those raising concerns. Positive comments highlighted the quality of the teaching, the way their children are cared for and the quality of the leadership. Those raising concerns were often of an individual nature, but some common themes included the way specific policies were adopted, those wanting better communication and those who felt behaviour was not always dealt with effectively. Inspectors found that the school followed normal consultative procedures when seeking to modify its work and had a range of different ways to share information with parents and carers

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such as a website, newsletters and regular meetings. The rewards and sanctions for behaviour follow those typically found in most schools and were seen to be effective by the pupils themselves and by inspectors.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings Lodge 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 156 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	58	58	37	5	3	0	0
The school keeps my child safe	71	46	80	51	3	2	0	0
The school informs me about my child’s progress	72	46	74	47	9	6	0	0
My child is making enough progress at this school	68	44	79	51	3	2	2	1
The teaching is good at this school	68	44	82	53	1	1	0	0
The school helps me to support my child’s learning	58	37	86	55	11	7	0	0
The school helps my child to have a healthy lifestyle	72	46	77	49	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)	76	49	68	44	5	3	0	0
The school meets my child’s particular needs	58	37	89	57	4	3	2	1
The school deals effectively with unacceptable behaviour	48	31	73	47	22	14	2	1
The school takes account of my suggestions and concerns	55	35	69	44	18	12	4	3
The school is led and managed effectively	70	45	64	41	14	9	6	4
Overall, I am happy with my child’s experience at this school	83	53	63	40	6	4	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.

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.



14 October 2011

Dear Pupils

Inspection of Kings Lodge Primary, Chippenham SN15 3SY

Many thanks for your welcome when we visited your school. We think yours is a good school which wants to keep improving. Here are some particular things we found out.

- You make good progress in your learning most of the time and your attainment in many subjects, especially the important ones of English and mathematics, is at the level of most schools. Your writing skills have improved a lot recently. Well done.
- Most of you behave well and you told us you enjoy lessons.
- Your attendance levels are very high – keep it up and well done!
- The school cares for you well, particularly those of you who find learning hard.
- You are brilliant at keeping healthy and keeping fit with exercise.
- Keep up your 'Eco' work and we hope people listen to you about how to help the environment by cutting down on car use!
- Those we spoke to and your responses in the questionnaires said nearly all of you feel safe in school.
- The headteacher, staff and governors are proud to work at the school and are continuing to find other ways of improving it where possible.

We have asked the school to improve two particular aspects of the school to help it get even better by,

- Helping everyone throughout the school to make good progress, by making lessons move quickly, ensuring you develop your ICT and number skills in lessons and to make some improvements to the outdoor area for children in the Reception classes.
- Helping you all to understand more about others who live in this country, but in different areas, or who have different beliefs or lifestyles.

You can all help too by trying to keep up your good behaviour and in giving your ideas about how the school can keep improving.

Yours sincerely

Kevin Hodge
Lead inspector

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