

# Kingsbury Episcopi Primary School

Stembridge, Martock, Somerset, TA12 6BP

## Inspection dates

11–12 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- In recent years, senior leaders have successfully encouraged pupils to be more ambitious.
- With the full support of parents and carers, pupils have lifted their efforts. They now achieve above average standards and are keen to do even better.
- Good and often outstanding teaching makes sure that achievement through the school is good. Excellent teaching in Years 5 and 6 combines challenge with fun in learning and promotes even better progress.
- The teaching of reading is a strength of the school, which, with help from parents and carers, continues productively at home.
- Teachers and their capable assistants provide high-quality care. As a result, pupils feel safe, behave extremely well and enjoy excellent relationships, when learning together.
- The school provides a stimulating curriculum that keeps pupils interested and involved in their learning. Literacy and numeracy skills are taught effectively and reinforced through other subjects.
- The headteacher, supported by senior colleagues and the governing body, checks the quality of teaching and learning carefully and ensures that necessary improvements are made. Achievement continues to improve, most recently in pupils' writing skills.

### It is not yet an outstanding school because

- Pupils are not always given enough opportunities to start their own learning or to find things out for themselves.
- In Reception, adults do not always question children enough when the children are busy with activities they have chosen themselves.

## Information about this inspection

- The inspector visited 12 lessons and made a number of other shorter visits to lessons. The inspector was accompanied by the headteacher during the majority of these observations.
- The inspector observed morning playtime and lunch breaks and also attended two assemblies.
- Meetings were held with pupil members of the school council and many other pupils were spoken to during lessons and breaktimes. The inspector also met with members of the governing body and spoke informally with a number of parents and carers as they brought their children to school.
- The inspector held meetings with school staff, including senior and middle managers.
- The inspector also took account of 36 responses to the on-line questionnaire (Parent View) in planning and undertaking the inspection, examined eight staff questionnaires and three additional letters from parents and carers, and consulted the school's own 2011 survey of parents' and carers' views.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data of pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector

Additional inspector

## Full report

### Information about this school

- This school is below average in size.
- Most pupils attending the school are of White British heritage. A few pupils speak English as an additional language.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- The proportion of pupils with a disability or special educational needs who are supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals, is below average.
- Children in the Early Years Foundation Stage are taught in a Reception class. Pupils are taught in mixed-age classes throughout the rest of the school.
- The school runs its own breakfast club. A privately funded preschool facility operates on the school site and shares some of the school's facilities; as it is managed independently, it was not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Further improve the quality of teaching and learning, and in particular, pupils' independent learning skills, by:
  - giving pupils more planned opportunities to investigate, research and find things out for themselves as they move through the school
  - ensuring that adults routinely use questions to extend learning when Reception children are occupied in activities they have chosen themselves.

## Inspection judgements

### The achievement of pupils

is good

- Children start school with skills that generally match those expected for their age. Very supportive links with the on-site preschool and with parents and carers help children to settle quickly and make a confident start to full-time schooling.
- During their Reception Year, children make good progress, including in writing, but independent learning skills are not always developed effectively.
- Good progress continues through Years 1 to 4, and there is an improving trend as pupils respond to teachers' higher expectations and try even harder to improve.
- Pupils' progress accelerates from Year 4 until the end of Year 6 because teachers consistently challenge pupils to improve and inspire them to reach for even higher standards.
- Pupils make exceptionally good progress in reading throughout the school. They quickly develop a good understanding of letters and the sounds they make (phonics), are enthusiastic readers and read regularly at home and at school.
- By the time they leave the school, pupils reach above-average standards in reading, writing and mathematics. Improving rates of progress, especially in mathematics and increasingly in writing, are enabling more pupils to achieve even higher standards.
- Pupils are encouraged to become very capable speakers, contributing perceptively to class discussions. They carefully reflect before confidently posing their own questions and extending their vocabulary as they do so. However, pupils do not always have enough opportunities to explore, investigate and think for themselves in order to fully develop their skills as independent learners.
- Careful checks on pupils' progress make sure that teachers plan work that meets their particular learning needs, ensuring that all pupils make good progress.
- Disabled pupils, those with special educational needs, those new to the school and the few who speak English as an additional language make good progress. The additional group sessions provided in all classes, for example to develop learning through practical activities matched to their ability, help these pupils to learn confidently and effectively.
- Pupils supported by the pupil premium also make good progress. They are fully included in all aspects of learning, including residential visits.

### The quality of teaching

is good

- There are a number of strengths in teaching that have been maintained since the previous inspection. These include the sensitive management of pupils' behaviour, high-quality care and the way teachers consistently value pupils' efforts. All of these features continue to reinforce the pupils' positive attitudes to learning.
- In recent years, both teachers and pupils have developed higher expectations of what can be achieved. Teachers have greatly improved the way they assess how well pupils are doing and use this to plan tasks that help pupils to make faster progress.
- Marked improvements are evident in the teaching of reading, including the teaching of phonics, and more recently of writing. For example, in Reception, the teacher's precise modelling of letter sounds during writing and phonics sessions successfully developed the children's ability to pronounce letter sounds and form words accurately.
- Some outstanding teaching was observed, especially during a literacy lesson in the Year 4 and 5 class and in numeracy in the Year 5 and 6 class. In both classes, pupils were encouraged to develop skills in checking their own learning. As a result, they knew their targets and how to improve.
- Teachers in these classes have very high expectations of what pupils are capable of doing. This was especially evident in sharply focused questioning that challenged pupils to explain their thinking. In one example, pupils showed their good grasp of numeracy skills in

explaining how to calculate the square root and cube root of numbers. In another, pupils wrote fluently and persuasively about the rightful home for the Parthenon Marble.

- Other improvements made over the past year include:
  - helpful marking that develops pupils' understanding of National Curriculum levels and how to achieve them
  - good use of teaching assistants to support pupils of differing ability, especially disabled pupils and those with special educational needs
  - additional time for writing, including regular handwriting practice and specific use of monthly 'writing challenges' to record and assess pupils' developing skills.
- On a few occasions, lesson introductions continue for too long and, although teachers set tasks that extend pupils' skills effectively, they do not always give pupils the opportunity to decide for themselves how to achieve their targets.
- In Reception, the activities children choose themselves are not always supported closely enough by adults to make sure that they fully develop children's individual skills, for example by asking them questions about what they are learning.

### **The behaviour and safety of pupils** are outstanding

- Pupils' excellent behaviour in and out of classrooms was a consistent feature of inspection observations in all parts of the school.
- Pupils' very positive attitudes to school and learning strongly underpin their good progress and achievement. There is a 'can do' attitude that is typical throughout the school with all pupils, prompted by staff, clearly inspired by their own and each other's achievements. As one pupil said, typical of the views of others, 'The teachers give us work and set targets that are personal to us and help us to achieve.'
- Parents and carers, pupils, staff and members of the governing body spoke glowingly about the pupils' excellent behaviour and relationships. School records show very few instances of unacceptable behaviour, further indicating that, over time, behaviour is exemplary. Parents and carers, in particular, praised the very considerate way that older pupils act as 'buddies' to support younger pupils.
- Correspondence from schools and communities visited by pupils frequently makes specific mention of how well pupils from this school behave and how courteous they are. Typical comments refer to them mixing supportively with other pupils and, at times, showing appreciation of the efforts of others.
- Similar joy in the efforts of others was also seen at playtimes. For example, when pupils were eagerly waiting for their turn to take part in 'Four Square' ball games or 'Granny's Footsteps/Hot Chocolate' movement competitions, they showed genuine interest and pleasure in the performance of others.
- Pupils say they feel very safe at school and are very knowledgeable about how to assess risks. Pupils are aware of the different forms that bullying can take, for example, cyber-bullying and racist abuse. Members of the pupils' council were united in saying that there is no bullying at this school and that if it did occur then staff would deal with it very swiftly and effectively.
- Another typical comment from a pupil included, 'Everyone's really friendly here, especially to pupils who are new to the school. This, alongside their sustained above-average attendance, clearly illustrates pupils' great enjoyment of school.'

### **The leadership and management** are good

- The well-respected headteacher has played a key role over the past two years in bringing the whole school community together to ensure that the pupils' very positive attitudes and

relationships are used as a springboard to raise academic achievement.

- He has created a very strong team approach to leadership and management which promotes high staff morale and upholds the school's determination to ensure that the needs of all pupils are fully met.
  - Senior managers have strengthened the way they check the quality of teaching and the progress pupils are making so that all teachers and their pupils have a clear picture of not only what can be achieved, but also what needs to be done to bring about improvement.
  - Effective checks on the work of the school and good management of teachers' performance, together with good-quality training programmes and effective use of staff promotion, have helped to secure good teaching and pupils' good progress across the school.
  - Although improving, steps to fully develop pupils as independent learners as they move through the school have not been in place long enough to ensure high-quality practice in all classes. Nevertheless the improvements made in teaching and achievement show the school has a strong capacity to improve further.
  - The school provides a well-planned, interesting curriculum that promotes the pupils' spiritual, moral, social and cultural development extremely well. The breakfast club and a comprehensive range of visits and after-school events, such as the much-awaited 'sleepover in the Yurt', strongly promote the pupils' full enjoyment of school.
  - High-quality care, guidance and support sustain the pupils' exemplary behaviour and make clear that pupils are valued and treated equally.
  - Secure safeguarding procedures, including careful checks of the school site and equipment, boost pupils' confidence and reassure parents and carers.
  - The local authority has helped to secure good leadership and teaching in recent years. Currently, it provides effective light touch support for this good and strongly improving school.
  - **The governance of the school:**
    - Members of the governing body hold senior leaders to account and diligently fulfil their statutory duties, including thorough vetting of all who work in the school.
    - They also manage funds effectively, for example by checking that pupils in receipt of pupil premium funding can engage fully in the range of school activities and make good progress.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123651
<b>Local authority</b>	Somerset
<b>Inspection number</b>	403538

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Harvey
<b>Headteacher</b>	Wayne Higgins
<b>Date of previous school inspection</b>	5 December 2007
<b>Telephone number</b>	01460 240507
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