

# Kingstone and Thruxton Primary School

Kingstone, , Hereford, HR2 9HJ

## Inspection dates

02–03 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too few pupils have made faster progress than what is nationally expected until this year.
- The progress of disabled pupils, those who have special educational needs and those known to be eligible for the pupil premium is not fast enough.
- Until recently, leaders have not used the information they have about pupils' progress to measure whether steps to improve achievement and standards are working.
- Pupils do not always behave as well as they could at playtimes.
- Although leaders are improving teaching, changes are too recent to make a big enough difference to pupils' progress over time, especially to improving boys' writing.
- The teaching of phonics (letters and the sounds that they make) does not help pupils enough who find learning to read difficult.
- Pupils' written spellings, grammar and handwriting are below expected levels across the school, sometimes because pupils do not take enough care.
- The governing body has not asked the school probing questions about why steps to improve pupils' progress are not working for all groups.

### The school has the following strengths

- The recently appointed head of teaching and learning and her deputy have a clear and accurate view of the school's performance.
- Raised expectations and rigorous systems for checking pupils' progress have led to relevant training and support and to improvements to teaching this year.
- All staff fully support the drive for improvement. Some good teaching was observed in every class.
- Clubs, special events and trips make a strong contribution to pupils' spiritual, moral, social and cultural development.
- Behaviour is good in most lessons. Attendance has improved and is currently above average.

## Information about this inspection

- The inspectors visited every classroom and saw every teacher teach. Nineteen lessons were observed, three with the head of teaching and learning. Inspectors also made a number of short visits to lessons.
- The inspectors heard some pupils read. They looked at past and current information about pupils' progress and their work in books and on display.
- The inspectors met with small groups of pupils to talk about their experience of learning and to find out what they thought about the school. Inspectors also met with staff, and with representatives of the governing body.
- The inspectors looked at documents relating to behaviour and safeguarding, the school's checks on teaching and pupils' progress, and school improvement planning.
- The inspectors talked to parents informally at the start of the day. They took into account 24 responses to the online questionnaire (Parent View) and last year's parent survey carried out by the school.
- The inspectors took account of 23 staff questionnaires.

## Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Janet Watts

Additional Inspector

## Full report

### Information about this school

- Kingstone and Thruxton Primary School is smaller than the average primary school.
- The school is part of the Kingstone Academy Trust through a federation with Kingstone High School with which it shares a governing body and some staff, including an executive headteacher and special educational needs coordinator. The school converted to become an academy in September 2011. When its predecessor school, Kingstone and Thruxton Primary School, was last inspected by Ofsted, it was judged to be satisfactory.
- Nearly all pupils are from White British backgrounds.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding to support pupils who are looked after outside the family, and pupils receiving free school meals or belonging to service families. No pupils in this school are looked after outside the family.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus and with a statement of special educational needs is average.
- A high proportion of pupils join or leave the school after the usual start time in Reception.
- The school currently makes use of alternative provision off site at Brookfield pupil referral unit.
- The school meets the government's current floor standards (the minimum expectations for pupils' attainment and progress).
- The executive headteacher has been in post for two terms, the head of teaching and learning for one term and the deputy headteacher of teaching and learning has been in post for one term but has been the leader of literacy for only two weeks. Three teachers have been appointed this year.
- K.E.S. childcare provides onsite pre-school, breakfast and after-school provision. It is not managed by the Trust and is inspected separately.

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

- Improve teaching to be at least consistently good by ensuring all teachers:
  - plan activities and tasks that involve all pupils actively in lessons
  - make changes to activities and tasks in lessons when these are found to be too hard or too easy
  - embed the use of targets to help pupils improve their work independently in reading, writing and mathematics lessons.
- Improve the teaching of phonics by ensuring teachers plan activities that respond to pupils' different learning needs during lessons, especially to those of less-able pupils and to most boys.
- Raise standards in writing by giving pupils ways to help them to form letters correctly, to write neatly and to use correct spellings and grammar in all their writing and then ensuring that they always take enough care when they do it.
- Strengthen how the school's leadership uses the information it has about pupils' progress to check whether steps to speed up the progress of all groups are working as well as they should,

especially for pupils known to be eligible for the pupil premium and disabled pupils and those who have special educational needs.

- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards at the end of Year 2 were average last year in reading, writing and mathematics. They were below average at the end of Year 6. Current standards are average across the school. All groups of pupils make expected progress in reading, writing and mathematics across the school including those who join the school late.
- Progress is improving this year with more pupils making better-than-expected progress. As a result, a greater proportion of pupils are on track to reach above-average standards in reading, writing and mathematics at the end of Year 6.
- Children start in the Reception class with knowledge and skills typical of their age group nationally in all areas of learning, except in their reading and writing skills. At the end of the Reception Year, most reach the levels expected in all areas of learning. However, for the last two years, a significant number of children, usually boys, have not reached the expected levels in reading and writing. Their progress has improved this year and children are on track to reach average levels in these areas when they enter Year 1.
- Pupils' spelling, grammar and handwriting are below nationally expected levels across the school due to weaknesses in pupils' knowledge and understanding of letters and the sounds that they make and incorrect choice of words when talking. Less-able pupils in Years 1 and 2, mainly boys, pupils eligible for the pupil premium and many disabled pupils and those who have special educational needs struggle to read and spell unfamiliar words on their own, and so rely too heavily on adults to help them with their learning. The proportion of pupils that reached the expected standard in the Year 1 phonics check was well-below average last year.
- Pupils known to be eligible for pupil premium funding make expected progress but this is still too slow to enable all these pupils to catch up with their classmates. Pupils from forces families attain similar levels to those of their classmates, but pupils known to be eligible for free schools meals are two to three terms behind other pupils in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs, including the very few who attend off-site provision, reach standards lower than other such pupils across the country because they make no better than expected progress from their lower starting points.
- Despite difficulties, pupils enjoy reading and writing because of the interesting topics and books that they study. Pupils have good computer skills, which support their learning across a number of subjects well.

### The quality of teaching

### requires improvement

- The teaching of reading and writing, including phonics, requires improvement. Teachers use the information that they have about what pupils know and understand to organise small teaching groups and to decide what to teach in lessons. However, progress is still restricted because subsequent tasks and activities are not always adjusted further when pupils find them too difficult.
- In some lessons, pupils spend too long watching and listening as a whole class while adults or other pupils demonstrate a task. As a result, pupils who find the tasks too easy are not active enough and are prevented from fully extending their learning. Activities are not always adapted

quickly enough when shown to be unsuitable for all abilities.

- Pupils' ability to use targets to help them to do things by themselves is still developing across the school and so many pupils still struggle to check that they are reaching their targets. Very recently reintroduced targets in reading, writing and mathematics are starting to help pupils to check for themselves how successful they are, especially in Year 6.
- Positive relationships between teachers and pupils ensure pupils are confident to ask for help if they find tasks and activities are too difficult. Teachers give good support when asked, although they do not always pick up quickly enough when pupils are struggling, especially when they work as a whole class. As a result, the progress of less-able pupils in particular slows.
- Teachers and teaching assistants ask questions that help pupils to think through for themselves how to complete tasks which is helping them to remember what to do when they complete similar tasks again. This is resulting in faster progress this year.
- Learning and progress are good when pupils work together in lessons to talk and develop ideas in English and to work out for themselves how to solve problems in mathematics.

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

#### **requires improvement**

- Pupils say that behaviour is good in lessons but that it could be better at playtimes. Inspectors agree. Pupils do not always consider the safety of others when running to the playground and playing their games.
- Pupils lose concentration in lessons when they find the work too easy or too difficult because they lose interest. They are often attentive in lessons and listen courteously to the teacher, adults who work alongside teachers and to each other.
- Attitudes to learning require improvement because too many pupils do not take pride in presenting their work neatly. Letters and numerals are often formed incorrectly and so handwriting and written work in mathematics are sometimes difficult to read.
- All pupils who spoke to inspectors said that they feel safe in school. They know that visitors should always wear badges so they can be identified. Pupils know where to assemble if they need to leave the building quickly. They know about different types of bullying and are adamant that if the school knows about any incidents, it will deal with them straightaway. Sometimes, bullying incidents such as name-calling recur and are not always eradicated fully the first time.
- Pupils have good opportunity to play a full role in making decisions about the school's on-going development through school and class councils and regularly held class 'circle time'. They run numerous events throughout the year to celebrate special days and to raise money for the school or charity. Pupils talk proudly about the guide dog adopted by the school this year.
- Attendance has improved since September 2012 and is, currently, above average. Pupils arrive in school on time ready to start learning.
- It is too soon to judge whether the behaviour of the very few pupils who attend off-site provision has improved because arrangements are too recent to be accurately evaluated.

**The leadership and management requires improvement**

- The recently appointed head of teaching and learning quickly gained an accurate view of the school's performance and took immediate action to improve standards. Staff value their involvement in these initiatives and the difference they are making to their own practice. Improvements to teaching have been too recent to make a bigger difference to pupils' rate of progress or to be accurately evaluated at this stage.
  - Until recently, the school has not looked carefully enough at the information it has about pupils' progress to find out whether pupils receiving extra help are from particular groups. The head of teaching and learning has implemented a timetable for more careful checking of the progress of pupils so that the school has a clearer view of which groups of pupils are receiving extra help and whether it is making enough difference to their learning. However, it is too soon to evaluate the impact of these changes.
  - Pupil premium funds are spent on learning resources, staff training and extra adult support for eligible pupils with specific needs. Funding is not yet monitored with sufficient rigour to ensure that spending decisions are making the difference intended to the progress of eligible pupils and so ensure that each pupil has equal opportunity to achieve well.
  - Steps to improve pupils' progress are linked to an expectation that teaching will be at least good. Decisions about pay now take subsequent performance, as measured by pupils' progress, into account.
  - Pupils find topics interesting, especially when they learn at first-hand through visits to places of interest and when they are engaged in practical tasks. The planning of English and mathematics has not, until recently, enabled pupils to develop effective reading and writing skills to support good learning in their next class or school. The varied range of special events, trips and visitors promote pupils' spiritual, moral, social and cultural development well and prepare pupils for life in a multicultural United Kingdom and world.
  - The federation has engaged outside specialists to help set up the school's current leadership model and self-evaluation processes. Cooperative working has resulted in some specialist teaching by high school teachers, which provides additional extension for more-able pupils.
  - **The governance of the school:**
    - The governing body keeps parents fully informed and takes their views into account when making decisions about school improvement. As a result, parents are positive about the school and almost all would recommend the school to others. Safeguarding requirements are met. Governors ensure that teachers' performance is managed in line with national requirements. They know that inadequate teaching has been eradicated and the headteacher's evidence about the quality of teaching is taken into account when awarding pay increases. The governing body is not yet asking the school probing enough questions about why the attainment of pupils eligible for pupil premium and disabled pupils and those who have special educational needs lags so far behind that of other pupils in this school and in schools across the country. An external review of governance should be undertaken to help governors become more effective.
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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>	137415
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	406672

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Baker
<b>Headteacher</b>	Keith Crawford - Executive Headteacher
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01981 250338
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