

Kingsmoor Primary School

Church Road, Bawdrip, Bridgwater, Somerset, TA7 8PY

Inspection dates 17–18 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The headteacher's clear vision and effective leadership lead to the school's very positive ethos. Other leaders and members of staff, and the governing body, offer good support.
- The great majority of parents and carers who took part in the online survey agreed that they would recommend the school to another parent or carer.
- From starting points that are broadly as expected, pupils make good progress and achieve well.
- Attainment at the end of Year 6 has typically been above average. After a slight fall in 2011/12, the school's data show that pupils will attain higher results again in 2012/13.
- In recent years, attainment at the end of Year 2 has mostly been above average. Data indicate that pupils' attainment will be above average again in 2012/13.
- Progress and achievement in the Reception Year is good in all areas of learning.
- Teachers plan their lessons to include a good match of tasks to pupils' ability so that different groups of pupils are appropriately challenged.
- Lessons proceed at a good pace and make good use of time, which engages pupils well in their learning.
- Pupils show highly positive and mature attitudes to learning. Their behaviour in lessons and around the school is excellent.
- Pupils enjoy school and feel entirely safe there. Parents and carers and members of staff agree that pupils are completely safe at school. Pupils say that bullying is very rare, and trust staff to sort out any occasional issues that arise.
- Leaders continue to evaluate the school's performance accurately, and make well-devised plans for improvement.
- The rich and stimulating curriculum provides engaging experiences for pupils, and together with the programme of visits and special events, and the broad range of extra-curricular activities, promotes pupils' spiritual, moral, social and cultural development well.
- Governors have a good understanding of their role. They are supportive of school leaders, but also confident to hold them to account.

It is not yet an outstanding school because:

- Feedback from marking does not consistently point pupils towards the next steps in their learning. Teachers do not give pupils enough opportunities to respond to their written advice.
- Pupils' targets for improvement are not yet used consistently to help them to raise their attainment. Pupils do not have enough opportunities to judge how well they are achieving their targets.

Information about this inspection

- Inspectors observed teaching and learning in nine lessons, of which one was a joint observation with the headteacher. Inspectors also heard a sample of pupils in Years 1 and 2 read.
- The pre-arranged visit by the Malachi charity to work with two of the classes for a whole day of rehearsal and performances, and the school’s swimming programme, restricted the extent of the teaching that could be inspected.
- Meetings were held with groups of pupils, members of the school’s staff, the vice-chair and three other members of the governing body, and a telephone discussion took place with a representative of the local authority.
- Inspectors analysed the 52 responses that were on Parent View by the end of the inspection.
- Inspectors also took account of the 21 responses to the questionnaire for school staff.
- Inspectors observed the school’s work, and looked at a range of documents, including the school’s own data on pupils’ current attainment and progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding and management of the performance of staff.

Inspection team

Chris Grove, Lead inspector

Additional Inspector

Mary Usher-Clark

Additional Inspector

Full report

Information about this school

- This is a primary school that is smaller than average in size.
- The school serves the villages of Bawdrip and Chedzoy, and also draws pupils from the neighbouring town of Bridgwater.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding to support children in local authority care, children from service families and pupils known to be eligible for free school meals) is well below average, but has increased in the last two years.
- The proportion of disabled pupils or those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a dyslexia-friendly school, and also holds the Healthy Schools award.
- There is a breakfast club which is managed by the governing body and which formed part of this inspection.

What does the school need to do to improve further?

- Enhance the impact of teaching through better use of feedback to pupils from marking and target setting by:
 - improving the extent to which marking indicates to pupils the next steps in their learning
 - increasing the opportunities provided for pupils to respond to teachers' written advice about improvement
 - focusing more consistently on the targets set to raise pupils' attainment
 - providing more opportunities for pupils to assess their progress towards achieving their targets.

Inspection judgements

The achievement of pupils is good

- Pupils make at least good, and sometimes better, progress. Pupils in all year groups consistently make good progress, whether that is measured in the short term over the last year, or as long-term progress since an early point in pupils' school careers.
- The small proportions of pupils who are disabled or have special educational needs, and those supported by the pupil premium, make similarly good progress.
- Since the last inspection, pupils' attainment as measured by national tests at the end of Year 6 has typically been above average. However, attainment was lower in 2011/12, although the school continued to meet the government's floor standards. Inspection evidence and the school's information show that pupils' attainment in reading, writing and mathematics in the current Year 6 will be higher again in 2012/13.
- Over the last three years, nationally reported attainment at the end of Year 2 has also mostly been above average. The school has successfully addressed the lower attainment in 2011/12. As a result of highly effective teaching, attainment in 2012/13 will be sharply higher in writing, and even more so in mathematics.
- When children first come to school, their knowledge and skills are broadly as expected for their age. School information shows that children regularly make good progress and develop secure foundations for their later learning. By the end of the Reception Year, attainment in all areas of learning almost always exceeds national expectations.
- Effective use is made of pupil premium funding. For instance, additional one-to-one tuition and small-group work in mathematics and writing has improved pupils' progress. The funding has also been used to purchase additional teaching resources. These measures reflect the school's commitment to promoting equal opportunities and to tackling discrimination.
- The small proportion of pupils supported by the pupil premium leads to variability in their attainment from year to year. In 2010/11, the very small number of eligible pupils in Year 6 attained markedly lower results in English and mathematics than all other pupils. However, in 2011/12, the same number of pupils exceeded the performance of others in both English and mathematics by more than two terms in each case.

The quality of teaching is good

- The good quality of teaching results in pupils' good progress. In their responses to the online survey, the great majority of parents and carers agreed that their children are well taught and make good progress.
- Relationships between pupils and adults, and between the pupils themselves, are particularly good, and together with teachers' high expectations make a major contribution to the positive atmosphere for learning.
- Lessons are consistently well planned to include tasks that are carefully matched to pupils' previous attainment, and this ensures appropriate levels of challenge for groups of pupils with different needs.
- Teachers make good use of time. In a successful lesson on writing a report, for example, the teacher's well-planned introduction, high expectations and rapid pace of learning combined to enable pupils in the Years 5 and 6 class to produce written work of high quality. Pupils in Years 4 and 5 made similarly good progress in their learning in an English lesson, in part because the teacher made clear the time allowance for the different activities which pupils undertook.
- Children are well taught in the Reception Year, and are encouraged to develop greater independence. Adults' discussions with children do much to promote their understanding. For instance, as children were learning to interpret bar graphs, skilful questioning by the teacher and assistant gave children opportunities to make ready use of such words as 'more', 'less', 'most',

and 'least' in making comparisons.

- Teaching assistants often give helpful support to groups of pupils to complete the tasks set for them, especially for those who have additional learning needs. However, occasionally when teachers work with the whole class, not enough consideration is given to how assistants could play a more active role with pupils.
- Teachers mark pupils' work conscientiously. However, marking does not yet consistently point pupils towards the next steps in their learning. Equally, teachers do not regularly provide opportunities for pupils to incorporate advice about improvement into later work.
- Teachers set pupils targets in order to raise their attainment. This strategy could help pupils towards greater independence in their learning, but is not yet consistently applied. Work of high quality was observed, however, as pupils in Year 2 engaged in well-focused discussions with a partner about what they found 'easy' or 'tricky' about meeting their attainment targets. Other pupils would benefit from improved opportunities, such as these, to reflect on progress towards achieving their targets.

The behaviour and safety of pupils are outstanding

- The school's caring ethos and high expectations are reflected in pupils' extremely positive attitudes, leading to the very favourable climate for learning.
- Pupils feel secure and confident, and develop mature attitudes to learning. They show high levels of respect for adults and other pupils, and are very polite towards visitors. With a single exception only, parents and carers who completed the online questionnaire agreed that their children are happy at school.
- Behaviour in lessons is excellent, as shown by pupils' high levels of attentiveness and responsiveness, and willing participation. Their behaviour at break times is exemplary. Pupils associate amicably with others, making good use of the small-play equipment and the climbing apparatus.
- Pupils have a well-developed understanding of what constitutes bullying in its different forms, including racism and cyber bullying. They say that bullying is very rare. School logs confirm that there have been no bullying or racist incidents, and no permanent or fixed-term exclusions. Pupils are confident that adults address the few concerns that arise.
- The overwhelming majority of parents and carers agree that their children feel entirely safe at school. Responses to the staff questionnaire were unanimous in agreeing strongly about pupils' safety.
- Attendance is well above average, and persistent absence is extremely low, reflecting pupils' great enjoyment of school.
- The breakfast club is well attended and well supervised, offering healthy food options and enjoyable activities. The club is popular with pupils and encourages good attendance.

The leadership and management are good

- The headteacher's vision for improvement is focused on realising pupils' academic potential and their personal development. These values are encapsulated for pupils in the Kingsmoor Code. In pursuit of that vision, the school successfully involves parents and carers, governors and members of staff. The strong team spirit among teaching and support staff is reflected in their unanimous expression of pride in the school, and agreement that they know what they are trying to achieve. Most parents and carers who completed the online questionnaire also endorsed the good leadership and management.
- Termly meetings to review the progress of pupils, and leaders' regular monitoring of the quality of teaching and learning, ensure that teachers are accountable for improvements. Together with the close analysis of information about the school's performance, these activities result in robust and accurate self-evaluation. This in turn leads to well-devised whole-school improvement

planning and subject action plans, focused on enhancing provision and pupils' achievement.

- The curriculum is rich and stimulating. Where weaknesses are identified, improvements are introduced, for instance the 'Natty Numbers' programme to support the focus on counting, and the writing projects to raise boys' attainment. Exciting topics extend pupils' knowledge well, and are complemented by the programme of visits and visitors, and by special events such as Africa Week, and the music and drama production organised by the Malachi charity. Innovative features include the Friday Activities where pupils choose from options such as photography, walks in the locality and pond-making. There is specialist teaching for music and French. Extra-curricular activities include a range of sports and the arts. The curriculum contributes strongly to pupils' spiritual, moral, social and cultural development.
- The school enjoys good levels of support from parents and carers, as is evident from the responses to Parent View. Developments such as the calculation policy for parents and carers, and the school's informative website, encourage parents and carers to play an active role in their children's learning. In addition, the school works in close partnership with other schools through the Sedgemoor Learning Alliance.
- Leaders maintain a rigorous focus on all aspects of child protection and safeguarding, which fully meet requirements. They are meticulous in ensuring that vulnerable pupils are well supported.
- In the light of the school's good record, the local authority has provided only light touch support.
- The capacity for improvement is demonstrated by the leadership team's effectiveness, and by the continuing good quality of teaching and of pupils' progress, resulting from thorough self-evaluation. Issues from the previous inspection, including more effective use of assessment information, better curriculum links to support pupils' basic skills, and better provision for their multicultural understanding, have been convincingly addressed.
- **The governance of the school:**
 - The governing body has a good understanding of the school's context, strengths and areas needing improvement. Governors are aware of the national information about the school's performance, and have a good overview of pupils' progress in the short and longer term. They know too that the quality of teaching has been maintained. They take their responsibility for the headteacher's performance management seriously, and are well informed about the arrangements to appraise other members of staff, and about whether salary progression is merited. Governors understand the purpose of pupil premium funding, and know how the funding is spent and the impact on pupils' progress. They recognise the value of training, and have undertaken a range of courses to improve their capacity to hold the school to good account.

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

Unique reference number	123738
Local authority	Somerset
Inspection number	413132

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	152
Appropriate authority	The governing body
Chair	Geoff Sluman
Headteacher	Michael Bird
Date of previous school inspection	17–18 November 2009
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