

# Kingsacre Primary School

Greenacre, Braunton, EX33 1BQ

**Inspection dates** 7–8 January 2014

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well because they are taught well. Teaching is at least good with much that is still better.
- Pupils of all abilities make at least good progress in reading, writing and mathematics. This results in attainment at the end of Year 6, which is above the national average and prepares them well for the next stage in their education.
- Exciting lessons are well planned to engage pupils and meet their learning needs. This results in classrooms that are full of happy children who respond to teachers' high expectations by working hard.
- Teaching assistants skilfully support pupils that need extra help, including disabled pupils and those with special educational needs, so that they achieve at least as well as their peers.
- The headteacher gives the school inspirational leadership. Along with his strong team of committed leaders and governors, he has established a clear vision for the future of this school. All members of staff and governors share a common ambition for the school and a clear determination that all pupils will achieve well.
- Pupils' attitudes towards their work are good, demonstrating their keenness and positive attitudes towards their learning. They are respectful and are extremely proud of their school, taking a full part in all activities whenever possible. Pupils feel safe and very secure.
- The governing body is strong and effective. It provides good support and challenges leaders well. This has been key to securing and sustaining pupils' achievement.

### It is not yet an outstanding school because

- Teachers do not always provide pupils with challenging activities that develop pupils' thinking, deepen their understanding and stretch them to make more rapid progress.
- When teachers mark pupils' work, the next-step comments they provide are not always clear enough to enable pupils to improve their work.

## Information about this inspection

- Inspectors visited 13 lessons and observed seven teachers. The headteacher and deputy headteacher joined inspectors for a number of observations. In addition, inspectors looked at the teaching of phonics (linking letters and sounds) and observed the work of teaching assistants.
- Discussions were held with the headteacher, staff, pupils, parents, governors and a representative from the local authority.
- Inspectors observed the school’s work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 19 responses to the Parent View online questionnaire, the 25 responses to the staff questionnaire, and an email received from a parent during the inspection. Inspectors also spoke to some parents at the start of the school day.

## Inspection team

John Cavill, Lead Inspector

Additional Inspector

Elizabeth Strange

Additional Inspector

## Full report

### Information about this school

- Kingsacre is an average-sized primary school.
- Children in the Early Years Foundation Stage are taught in a Reception class.
- All pupils are taught in single year group classes.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and 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 average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for groups of pupils including those known to be eligible for free school meals, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A privately run Nursery is based within the school premises but is inspected separately.

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

- Improve the quality of teaching and learning to outstanding overall by ensuring that teachers:
  - provide challenging activities for pupils to develop their thinking and understanding in greater depth so that they make more rapid progress
  - sharpen the next-step comments they write in pupils' books when marking their work to make sure that pupils are able to review and improve their work.

## Inspection judgements

### The achievement of pupils is good

- At Kingsacre, all groups of pupils make at least good progress, with many individuals recording exceptional gains in their learning, from their individual starting points, because of the consistently good teaching they experience.
- The majority of children enter the Early Years Foundation Stage with skill levels that are generally similar to those that would normally be expected for their age. They make good progress in the Reception class because teaching is good and learning activities meet their needs well. This ensures that they have a good start to their school life.
- Pupils' attainment in national assessments in Year 6 in reading, writing and mathematics has been above national averages for some time, although it dipped slightly in 2012 due to some unforeseen staff changes. Attainment in Key Stage 1 is also consistently above the national averages.
- Children are known individually and their needs are addressed immediately and effectively. As a result, they achieve well and the proportion of pupils who make and exceed their expected progress compares favourably with national averages.
- Reading and writing are taught well and pupils develop good phonic skills (recognising the sounds that letters make). Regular opportunities to read ensure that pupils are confident readers and their attainment is above average. Pupils use books well to support their learning. Year 1 pupils, who were ordering pictures of 'Goldilocks and the three bears', used the storybook to check the order they had placed their pictures.
- Pupils' progress in mathematics is good. Calculation skills are developed well and pupils are able to apply these with ease to solve problems. In Year 6, pupils were using fruit juice and sparkling water to mix drinks developing their understanding of proportions and ratio in a real life situation.
- Disabled pupils and those who have special educational needs make good progress throughout the school from their individual starting points. This is an inclusive school where additional support is targeted well to meet individual needs. Teaching assistants complement the work done in lessons with well-delivered support activities with individuals and small groups. This promotes equality of opportunity.
- There are currently only a very small number of pupils in school who are eligible for additional support through the pupil premium grant and none eligible left the school in Year 6 in 2013. The school's own information indicates that those pupils who do have additional funding are making at least similar progress to their peers and are attaining similar standards in both English and mathematics.
- All pupils, including those who are more able, make good progress because teachers provide tasks that are well matched to individual needs and abilities. More able pupils in Year 5 were challenged well by the teacher's skilful questioning to extend their understanding of number facts in mathematics with random numbers using dice.

### The quality of teaching is good

- Teaching throughout the school is consistently at least good. This has ensured pupils attain highly and are well prepared for their next stage in their education. Parents and pupils agree that teaching is good at the school and pupils say that they enjoy school and this is reflected in their positive attitudes towards learning.
- Lessons are well planned and teachers have high expectations of their pupils. Learning activities are developed so that they match the needs and aspirations of most well. This results in all pupils, including disabled pupils, those who have special educational needs and those in receipt of pupil premium, achieving well. Pupils have excellent attitudes towards their learning, are keen to work together and are eager to succeed.

- In the best lessons, teachers expect pupils to be able to solve problems for themselves and provide activities that stretch pupils to do their best. In a Year 4 English lesson, groups of pupils were developing a 'storyboard' for the animated film they were going to make about robots using stop-motion software. The teacher enabled them to make outstanding progress by ensuring they had a clear idea of what they had to achieve, providing appropriate resources to support their learning and challenging them to take risks and work out what would, and what would not, work. However, this is not always the case and occasionally teachers plan lessons that do not deepen pupils' understanding and fully challenge them. .
- Teaching in Reception is highly effective. Teachers and teaching assistants are quick to capture opportunities to improve children's learning. This is exemplified in the confidence that the Reception Class children responded in different languages when their name was called in the register to develop their speaking and listening skills.
- Teachers question pupils well to monitor their progress in lessons. Pupils' responses are used to reshape their work, enabling them to make faster progress. Teaching assistants are fully included in the planning of lessons and support pupils well.
- Teachers mark pupils work regularly and provide 'next step' comments, which are used by pupils to improve their work. These are often linked to targets that some pupils have in their books. However, teachers' practice is not consistent and feedback is not always as clear as it could be. This is resulting in pupils not always being able to review and improve their work.

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

- The behaviour of pupils is good. They enjoy school, have good attitudes to learning and quickly settle to their tasks with enthusiasm. They are highly respectful, courteous and the relationships between pupils and adults are exceptionally strong.
- Teachers have high expectations for good behaviour, which is understood by children who demonstrate this in the way that they work and play together. Pupils move around the school calmly but with purpose and arrive at lessons promptly, ready to learn.
- In lessons, teachers' expectations for acceptable behaviour are well understood by pupils and instances of low-level inappropriate behaviour, such as coming off task or chatting to each other is uncommon. However, on the rare occurrence when this happens, teachers quickly intervene and refocus the pupil back onto their work.
- The school's work to keep pupils safe and secure is outstanding. All pupils, including those in Reception, are positive about how the school keeps them safe, a view shared by parents.
- Pupils have a clear understanding of how to keep themselves safe and older pupils help to ensure that younger pupils stay safe while they are at school. Key Stage 2 pupils were observed around the Early Years Foundation Stage during playtime making sure children played safely.
- Pupils understand what constitutes bullying and understood the different forms of bullying, including physical, emotional and cyber bullying, saying that there is very little of it at the school. Pupils say that the adults in the school support them very well and always deal with any problems that they may have quickly and effectively. Almost all parents report that bullying is not a problem at the school.
- Pupils are extremely proud of their school and are keen to attend regularly. Pupils' attendance is above average and they are punctual arriving at school. Pupils are keen to represent the school and enjoy the additional activities that the school provides for them such as surfing lessons, gardening, photography and tag rugby, which are all very popular and well attended.

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

- The headteacher has a clear vision for the school and a relentless determination to continue to improve. An effective team of leaders and governors who are ambitious to continually challenge and improve the school share this. This has been fundamental to sustaining the good outcomes

for pupils. There is a clear collaborative ethos amongst the staff and the commitment to improve the life chances of the pupils at the school.

- Leaders check the progress pupils make carefully and have a clear understanding of how individuals are performing and how well groups of pupils are doing over time. This has enabled senior leaders to review the effectiveness of the teaching in the school against the progress pupils make. Subject leaders support this process well to ensure that improvements are secured across the school to have maximum impact on pupils' achievement.
- Systems to review the quality of teaching are well established. These are used to ensure there is a close link between pupils' outcomes and salary progression for teachers. There is a strong link between the targets teachers have and the school development targets. Staff morale is high and staff work together well, committed to playing their part in improving the school.
- Leaders have planned well to make good use of the primary school sports funding in a sustainable way. Work is being undertaken with the local secondary school's sports coordinator to increase the range of sports available to pupils along with supporting staff development.
- The school's self-evaluation is accurate and improvement plans are clearly focused on continuing to raise pupils' achievement. The local authority recognises the successful leadership at this good school and has involved them in some conferencing with other similar schools to help provide network support.
- An exciting curriculum ensures subjects are taught in depth and well matched to pupils' needs and aspirations. Cross-curricular links are developed well within the topic work to develop and practise pupils' literacy and numeracy skills across a range of subjects. The school values its place within the local community and uses this to enrich the learning experience. Visits and additional activities, such as the work being undertaken with Petroc College to improve pupils' understanding of science, are used to enhance the curriculum. The use made of the wooded area within the school grounds to allow pupils to experience aspects of outdoor education, including survival techniques and woodcraft, has helped develop pupils' spiritual, moral, social and cultural awareness well.
- **The governance of the school:**
  - The governing body has a good understanding of the school and understands how well pupils make progress and how well the pupils attain in national tests when compared with other schools nationally. They monitor the quality of teaching to check the effectiveness of teaching. Governors understand the areas for development and work with the school to see the improvement plans through. They understand how each member of staff is paid according to their experience and performance. Governors have a clear understanding of how the pupil premium is allocated and its impact on improving levels of pupils' attainment. The governing body ensures the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide support and challenge to the school's leaders and benefit from training opportunities.

## 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>	113179
<b>Local authority</b>	Devon
<b>Inspection number</b>	432403

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>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Martin
<b>Headteacher</b>	Steve Morgan
<b>Date of previous school inspection</b>	16–17 March 2011
<b>Telephone number</b>	01271 815485
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