

Kingswear Community Primary School

Lower Contour Road, Kingswear, Devon, TQ6 0BJ.

Inspection dates 20–21 November 2014

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Leaders provide a strong sense of direction for the school. They ensure that both achievement and teaching are improving. Governors hold the school to account well.
- Pupils behave well both in class and around the school site. They enjoy school life, including their lessons. They are aware of the importance of valuing all people equally, regardless of social, cultural or religious background.
- The school's work to keep pupils safe is outstanding. Pupils' safety and wellbeing are given the highest priority by leaders and governors, including in the early years provision.
- Teaching is consistently good in a range of subjects. Marking is much improved and makes a strong contribution to learning. Pupils are clear about what they need to do to improve their work.
- All groups of pupils typically make good progress over time. This includes disabled pupils and those with special educational needs and disadvantaged pupils supported through additional funding.
- Children in the early years provision achieve well. This means that the great majority are ready to tackle the demands of the national curriculum when they start Key Stage 1.

It is not yet an outstanding school because

- On a few occasions, there is not the right degree of challenge in lessons to suit the needs of all pupils.
- Teaching assistants do not always make a strong contribution to accelerating learning when working in classrooms.
- Not all of the information provided about the school on the website is sufficiently detailed or up-to-date. This means that parents are not as well-informed as they might be.

Information about this inspection

- During the inspection, seven part-lessons were observed. The inspector also listened to Key Stage 1 and Key Stage 2 pupils reading. Meetings were held with senior leaders, including the executive headteachers, a member of the governing body and a group of pupils. In addition, a telephone conversation took place with the Chair of the Governing Body. The local authority officer responsible for school improvement was unavailable.
- The inspector looked at planning and self-evaluation documentation, assessment information and examples of pupils' work, and a range of policy documents.
- The views of 12 parents who responded to Parent View were taken into consideration, along with a parental survey undertaken by the school in 2013. In addition, the views of the six staff who responded to the inspection questionnaire were analysed.

Inspection team

Ken Bush, Lead inspector

Additional Inspector

Full report

Information about this school

- Kingswear Community Primary School is much smaller than most primary schools. There are currently three classes; until recently there were four. All children in the early years provision are full time.
- On the small site, the school operates split breaks and lunchtimes.
- The school has a daily breakfast club.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. This is additional government funding for specific disadvantaged groups: those known to be eligible for free school meals and those who are looked after. This represents about one in five pupils in the school.
- Most pupils are of White British heritage.
- The school meets the government's floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school has been part of a federation with three other primary schools since 2012. The school is led by two co-executive headteachers. Plans are well-advanced for the school to join a multi-academy trust in early 2015. The other schools within the federation are already part of this trust.

What does the school need to do to improve further?

- Improve teaching and achievement so that both are outstanding by ensuring that:
 - work consistently provides the right level of challenge for all groups of pupils in lessons, including in the early years provision
 - teaching assistants working in classrooms are enabled by teachers and leaders to make a consistently effective contribution to accelerating pupils' learning.
- Ensure that parents are given up-to-date and detailed information about the curriculum and other features of the school's work on the website

Inspection judgements

The leadership and management are good

- The co-executive headteachers provide strong and increasingly effective leadership to the school through the federation. There is a clear focus on the key priority of ensuring that teaching is as good as it can be and providing support, challenge and guidance to staff whenever improvement is required. Areas identified as in need of improvement at the time of the previous inspection have been addressed. This includes improving provision in the early years area.
- A major contribution of the federation has been to help Kingswear overcome some of the obstacles of being a small school. Staff, including middle leaders, receive regular opportunities to work alongside colleagues in similar roles in other schools. This has enabled them to develop their teaching and leadership skills well by sharing best practice and finding solutions to common problems.
- Staff spoken to by the inspector were able to give concrete examples of how aspects of their teaching have improved as a result of this form of professional development. Middle leadership is effective and improving. Arrangements to check on the quality of teaching are robust and well-established.
- The curriculum is well-planned, creatively designed and fit-for-purpose. There are clear links with the development of skills in numeracy and literacy across areas of study. The development of skills in information and communication technology is less advanced, but improving. Pupils' spiritual, moral, social and cultural skills are well promoted. The school has secure plans to make increasingly good use of its coastal locality and the local community in widening pupils' horizons. Trips and visits, including to the National Gallery in London, make an especially important contribution to pupils' cultural and social awareness. Pupils understand the values of modern, British society and are well prepared for life in the United Kingdom.
- The school makes good use of additional funding. Disadvantaged pupils are achieving well and closing the gaps with other pupils as a result of targeted spending on additional support staff. Effective use is made of the primary physical education and sport premium to improve the quality of curriculum time in this subject and to offer out-of-hours clubs. Opportunities to take part in competitive sport are increasing. The sports coordinator, who is partly-funded through this resource, is also increasing staff's awareness of the value of physical activity and its effect on pupils' wellbeing.
- Leaders and governors generally engage well with parents and communicate regularly with them via a weekly newsletter. Responses to the Parent View questionnaire and the school's own parental survey indicate that most parents are satisfied with how well the school responds to any concerns they may have. However, at the time of the inspection, the school's website was not fully up-to date and did not contain enough detail about the curriculum the school provides or other similar information which the school is required to do.
- The local authority provides useful light-touch support for the school, when required.
- The breakfast club enables pupils to make a sound start to their day in school.

■ The governance of the school:

- The governing body makes a significant contribution to Kingswear's good and improving performance. Strategic leadership through the federation is strong and ensures that there is a clear sense of direction to support future improvements. This includes joining the multi-academy trust. Governors are knowledgeable about how well pupils achieve, including how Kingswear compares both to other schools within the federation and with all primary schools nationally. Governors are aware of the quality of teaching and have set a clear expectation that this must align with how well teachers are paid. Inspection evidence indicates that all recent instances of salary progression have been underpinned by clear evidence of good performance in the classroom. In discussion, staff affirmed that this is rigorous process. Governors' understanding of the way in which staff performance is managed, including its link with targets, is well developed.
- The school budget is monitored closely to ensure good value for money. Recent changes to the composition of classes due to the falling roll have been managed effectively, ensuring the prudent use of resources. The governing body is aware of how additional funding, such as that for disadvantaged pupils, has been used and is becoming clearer about its impact. All statutory duties, including that to ensure that pupils enjoy equal opportunities, are discharged well. Arrangements to ensure that pupils are safe are exceptional and meet all statutory requirements. Governors ensure, too, that the school is a harmonious and tolerant community and that any discrimination will be tackled vigorously.

The behaviour and safety of pupils are good.

Behaviour

- The behaviour of pupils is good. Around the limited space of the school site, pupils conduct themselves responsibly and in a mature fashion at breaks and at lunchtimes both indoors and outdoors. Pupils have mostly positive attitudes to learning and are well motivated. In those few instances when teaching fails to fully engage them, a very small minority are prone to become inattentive and distracted. However, any low-level disruption to learning is rare.
- School records indicate that the good standards witnessed by the inspector first-hand are typical. There have been no exclusions since the previous inspection. Pupils spoken to also affirm that behaviour is consistently good. This view is endorsed by all staff and parents.
- Pupils rate their school highly and value the range of experiences they get, including, increasingly through extra-curricular activities such as the after-school sports' club. They report that they are proud to attend the school and demonstrate this through their respect for the school environment. During the inspection, no litter was evident. Books seen by the inspector were entirely graffiti-free. Pupils interviewed by the inspector gave telling examples of how those relatively few pupils in the school who have different cultural backgrounds from the majority are valued and welcomed.

Safety

- The school's work to keep pupils safe is outstanding. All policies and procedures relating to safety are comprehensive, regularly reviewed and are kept under close scrutiny by leaders and by the governing body. This includes the checks to ensure that all staff have been cleared to work in schools.
- Risk assessments for on-site and off-site activities are rigorous and take into account the needs of different pupils, including those with statements of special educational needs. Training for all staff in child protection matters is up-to-date and well-coordinated across the federation.
- The school site is extremely well-maintained and supervised closely by staff before school and at breaks and lunchtimes. The split break and lunchtime arrangements are efficiently managed. This ensures not only that all pupils are well cared for, but also that none are prevented from having the space to play safely and enjoy their lunch in a civilised and uncrowded manner.
- The school promotes pupils' awareness of safety exceptionally well. Pupils are knowledgeable about all forms of bullying, including that relating to text- and social-messaging. Those spoken to unanimously state that the school is an extremely safe place to be. Older pupils keep an eye out for the younger ones and the most vulnerable pupils. School records support the pupils' view that there is no bullying and that the atmosphere in school is like that of a family. Parents and staff affirm that the school is an extremely safe environment.
- Attendance is much improved over the past two years. It is broadly average but is rising rapidly as a result of intensive and effective work by leaders to promote the value of regular attendance with parents and pupils.

The quality of teaching is good.

- As a result of typically good teaching, pupils achieve well in a range of subjects. For example, during the inspection, pupils were seen writing fluently in different styles in history, developing clear understanding of Venn diagrams in mathematics and practising giving instructions in French with increasing levels of competence and confidence.
- Teachers have good subject knowledge and use this effectively to plan lessons which, in most cases, pupils find interesting and motivating. Pupils are made clearly aware about what they need to learn and why.
- Teachers are generally adept at planning work in such a way that knowledge, understanding and skills are built upon logically from one lesson to the next. On those few occasions where teaching is less effective, it is largely as a result of not all pupils getting the right level of challenge at the most suitable time. In these instances, the pace of learning slows, especially if pupils have to wait too long for others to catch up.
- Teaching assistants make a valuable contribution to supporting the individual learning needs of disabled pupils and those with special educational needs. However, where they are deployed in the classrooms, they do not always have the necessary skills and experience to accelerate learning for larger groups of pupils, for example, through not using questioning skilfully enough.
- Close scrutiny of pupils' books during the inspection indicates that teachers have consistently high expectations. Almost all work seen was properly completed by pupils. Teachers insist upon well-presented

and tidy books and model high standards of presentation and neat handwriting through their marking.

- Marking has improved since the previous inspection and pupils receive regular and effective guidance about how they can improve their work in all subjects.

The achievement of pupils

is good.

- Pupils make consistently good progress over time and attain well. Standards at the end of Key Stage 1 are at least in line with national averages and rising. By the time that pupils leave in Year 6, pupils' attainment is comparable with all primary schools nationally, and, in some measures, better. There are no marked differences in rates of progress or attainment in different subjects, although achievement in reading is slightly better over time.
- In 2014, attainment overall and for the most able pupils was not quite as high as it was in the previous year. However, although a smaller proportion of pupils gained the higher level five than in 2013, the school gained its first level sixes in mathematics. This illustrates that typically the most able pupils do at least as well as others. An increasing proportion of pupils in Key Stage 1 is attaining the higher level three.
- All groups in the school progress at a broadly similar rate, including in the early years provision. Disabled pupils and those with special educational needs achieve in line with their peers as a result of effective one-to-one support, including the use of specific catch-up programmes in literacy and numeracy. With some minor variations from year-to-year, boys and girls achieve equally well.
- In 2014, disadvantaged Year 6 pupils who were supported through additional funding made progress at a comparable rate to that of other pupils nationally from almost all starting points. The attainment gaps in each of reading, writing and mathematics compared with other pupils nationally were relatively small representing about two-to-three terms' progress. The gaps with other pupils in the school were similar. Pupils currently in the school are progressing more quickly than those in the past and gaps are clearly narrowing more rapidly.
- Reading is a particular strength in the school. Those pupils who were heard reading by the inspector demonstrated fluency, accuracy and enjoyment of their reading. Weaker readers had clearly made good progress as a result of the school's interventions.
- The teaching of phonics (the sounds made by letters) has improved over time. This is reflected in the increasing proportions of pupils who have met the expected level in the annual phonics screening check for pupils in Year 1. In both 2013 and 2014, scores were above the national average.

The early years provision

is good.

- All groups of children in the early years provision make consistently good progress and attain well. In the past two years, all children have reached a good level of development by the end of the Reception year.
- Teaching over time is good in all the key areas of learning, including literacy and numeracy. Staff have a secure knowledge and understanding of how to teach phonics. Children are given regular practice in developing their ability to link sounds with letters and construct simple sentences. During the inspection, individual pupils were not always challenged enough to extend their reading and writing skills. Despite this, inspection evidence showed that most had clearly made noticeable gains in their learning since the start of term.
- The children seen by the inspector were mostly keen to learn and inquisitive. They responded well to the instructions and guidance given by staff and cooperated with their classmates sensibly, including when moving from one activity to another.
- Assessment and record-keeping is a strong feature of the early years provision. Staff undertake detailed and accurate assessments of children when they join the school. Staff and leaders then track progress extremely thoroughly and efficiently. Parents regularly contribute their views to the assessment process. They are kept well informed about their children's progress and are suitably involved in developing their learning.
- Leadership of the early years provision is highly effective. Children's safety and well-being are given an exceptionally high priority. The federation arrangements make a strong contribution to planning and to the professional development of staff. There are frequent opportunities to share the best available practice across the four schools and to provide tailored support to individual staff, where needed.

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

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| Unique reference number | 113206 |
| Local authority | Devon |
| Inspection number | 448163 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 54 |
| Appropriate authority | The governing body |
| Chair | Barrie Taylor |
| Executive Headteachers | Mark Oakshott and Michael Rolls |
| Date of previous school inspection | 10–11 November 2009 |
| Telephone number | 01803 723356 |
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