

Kingsdown and Ringwould C of E Primary

Glen Road, Kingsdown, Deal, Kent CT14 8DD

Inspection dates 21–22 January 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders and staff have built on the school's many strengths identified at the previous inspection so that it is now providing an outstanding education for its pupils.
- Children make an excellent start in Reception because of the exceptionally high levels of care and imaginative teaching that they receive. Their curiosity and enjoyment in finding out about people and the world is nurtured. As a result, they make very rapid progress personally, socially and in all areas of learning.
- The quality of teaching and learning is outstanding. Teachers are skilful in assessing what the pupils know already and planning precise, interesting activities to promote rapid progress and a thirst for learning.
- All pupils, including those with special educational needs and disabilities, and those from vulnerable groups, achieve equally well. Standards in reading, writing, and mathematics are well above the national average and all pupils make exceptionally rapid progress.
- The school's approach to developing pupils' thinking skills is deeply embedded and gives pupils the tools they need to understand, enquire, evaluate and promote their own learning.
- Pupils' behaviour, punctuality, attendance and attitudes to learning are outstanding. They are self-assured, well-rounded young people very capable of stepping confidently into their next steps in education.
- The school is permeated by an agreed set of values which are understood and 'lived' by the pupils. This makes a highly positive contribution to outstanding spiritual, moral, social and cultural development.
- Pupils learn in depth across many subjects and experience a rich variety of enrichment activities and clubs. As a result, they make rapid progress in a wide range of subjects. However, the excellent quality of writing seen in English books is not always reflected in the other subjects.
- The exceptional individual attention which nourishes each pupil's aspirations and talents is mirrored by the continuous development of staff. This truly is a learning school where leadership skills are developed amongst all staff and pupils.
- Senior leaders and governors provide aspirational and inspirational leadership. Clarity of direction and high expectations motivate staff and pupils alike.

Full report

What does the school need to do to improve further?

- Make sure that the excellent quality of writing and presentation seen in English work is reflected in other subjects.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The staff survey responses show that all staff are proud to be part of the school and have complete confidence in the school's leaders. The executive headteacher and head of school provide excellent leadership and management. Together they make sure that all aspects of the school are outstanding and that pupils make excellent progress, both academically and personally. There is a determination to ensure that all pupils, regardless of background, culture and ability, will achieve as well as possible.
- There is an expectation that leadership is everybody's business, including the pupils. New leaders are well supported. The school has an effective mentoring and partnership model, which develops excellent leadership skills. Subject leaders motivate and inspire others. They have a very strong understanding of their responsibilities and their positive impact is evident throughout the school. Performance management is linked to the school improvement plan and to the school vision. All staff and leaders set themselves rigorous targets for further improvement. Staff value the guidance given by leaders and they are encouraged and confident to try new approaches.
- School self-evaluation is very rigorous and improvement planning is practical and effective. Despite continuing high achievement, this is a school that is not content to rest on its laurels. Complacency is not in their vocabulary. The positive impact of improvement planning is evident in the continuing rise in standards achieved, especially in writing, which has been a focus of recent action, and in the increasing proportions of those achieving at the very highest levels. The current priority of developing really deep learning or 'mastery' in everyday working is supporting pupils' ability to use and apply their knowledge and skills in different contexts.
- Leaders are outward looking and constantly seek to learn from the best. They are always on the look out to spot talent and nurture ambition. High-quality training and coaching supports trainee teachers, inexperienced staff and middle and senior leaders. Staff work alongside colleagues, within school and with those in other schools, to develop their knowledge and skills. Leaders, and, in particular, the executive headteacher, make a strong contribution to the improvement of other schools.
- The curriculum is exceptional. It is designed to meet all pupils' needs and interests and to inspire a love of learning with a wide variety of enrichment activities and an imaginative content. Learning is underpinned by an exploration of the schools' values through different subjects and the school is currently ensuring that modern British values, such as tolerance and democracy, are integral. There are many opportunities for pupils to developing a deep understanding of different values and explore how they contribute to school and wider life. Great importance is placed on developing thoughtful, knowledgeable, responsible young people with a good understanding of the wider world and their place in it.
- The school has a strong tradition of excelling in sport. Leaders make good use of additional funding such as the primary sports premium to develop teachers' confidence in teaching aspects such as dance and gymnastics. The funding is also used to provide taster activities such as archery and golf, which are followed up in pupils' own time. Participation rates in all clubs, including physical education, are very high.
- The local authority recognises the strength of the school and while only providing a little direct support, enables continual improvement by encouraging school colleagues to share and develop good practice with other schools.
- **The governance of the school:**
 - Governors know the school, the staff and pupils very well indeed. They are ambitious, proactive and fulfil their roles and responsibilities exceptionally well. They plan well in advance to ensure that any changes in staffing or responsibilities are carefully thought through and options evaluated thoroughly so that decisions reached are in the best long term interests of the school.
 - Governors are fully involved in self-evaluation and improvement planning. They operate in monitoring pairs, which increases the quality of scrutiny and also enables less experienced governors to be supported during their induction period. They check carefully to make sure that improvements are happening and take a keen interest in the achievements of staff and pupils.
 - They have a very thorough understanding of special educational needs and the impact of provision to support these pupils. They also understand and evaluate the impact of additional spending to support disadvantaged pupils.
- The arrangements for safeguarding are effective. Safeguarding policies, checks, procedures and training are comprehensive and followed assiduously. All staff know individual pupils and their needs very well and are alert to any changes or signs of concern. Parents speak very highly of how well their children are

kept safe and cared for. Support for vulnerable pupils is speedy, thorough and appropriate. Governors are fully involved. They check and report regularly. Health and safety checks are carried out and followed up very regularly by senior leaders and governors and checked on a day-to-day basis by the premises manager. Pupils, staff and parents, without exception, say that school is safe.

Quality of teaching, learning and assessment is outstanding

- Teachers provide many excellent opportunities for pupils to question, think and to probe ideas. Adults consistently give pupils good opportunities to use and apply their thinking skills and to evaluate, and improve, their learning. This enables pupils to be well informed about not only what they are learning but how that supports their rapid progress.
- Adults have high expectations that all pupils will achieve well and no child will be left behind. There are highly effective and practical systems to check on how well pupils are achieving and to provide swift catch-up if any are not making expected progress.
- Assessment is integral to all aspects of teaching and learning and teachers have a thorough knowledge of different subjects. As a result, they have an excellent understanding of what pupils already know or don't know and the learning is carefully planned to build on and extend their knowledge and skills across different subjects. Teachers share clear success criteria so that the pupils have the tools they need to check how well they are doing and what they need to do to improve their work.
- The adults have consistently high expectations that pupils will 'have a go', so that pupils understand that challenge is a positive part of learning. Adults subtly and effectively move learning forward. Spoken feedback is strong and effective. High-quality questioning focuses learning and takes pupils to their next steps. Effective written feedback and challenging questions promote further reflection and development of ideas. Almost all of the time the level of challenge is pinpoint accurate to stretch even the most able, but just occasionally the work is a little easy for some pupils.
- The teaching of literacy, including reading, is a major strength of the school. Teachers plan interesting writing activities and enable the pupils to plan, research and build their ideas into high-quality pieces of work. Year 6 pupils' current work on biographies involves home research, careful planning, good use of dictionaries and thesauruses, evaluation, drafting, editing and improvement. The finished pieces promise to be exceptional. Throughout the school, the quality of reading and writing are exceptionally high. However, teachers do not always expect the same high quality of writing seen in English books to be replicated in other subjects.
- In mathematics, careful planning and clear structures, including precise work on calculation, has promoted swift gains in pupils' understanding of mathematics. All lessons include challenges to enable pupils to use and apply their mathematical skills to solve problems. Teachers include real life applications of mathematics. For example, in a Year 5 lesson on reflection, the pupils discussed how mirrors are used in cars and why ambulances have their names written using the reflection of the name.
- Teachers set interesting homework activities to support the learning in school and the pupils appreciate their homework and enjoy the challenges.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are ambitious; they take responsibility for themselves and want to do well. As well as by working hard and showing high levels of independence and perseverance in their work, they relish the many opportunities to contribute to the vision, values and direction of the school. They do this on a day-to-day basis through class responsibilities, organising charity fund raising and through membership of the school council, spiritual council and ecology teams. There is a wide range of other responsibilities as varied as organising sporting events, which must involve all pupils, or contributing their views when the school is recruiting new staff. These roles are certainly not tokenistic and the pupils make exceptionally strong contributions to the direction and ethos of the school.
- Pupils understand differences between people and cultures and they celebrate these differences. They understand what it is to be a positive member of the community and a good citizen. They can put

themselves into others' shoes, reflecting the school value of empathy. In a Year 4 religious education lesson, children made connections between events in their lives and what they had learned from these events. In discussion, some showed an understanding of analogy and were able to make connections between a children's story about sacrifice and Christian beliefs.

- They understand the importance of other values, such as honesty and cooperation, and demonstrate these at all times. They collaborate well and show high levels of business acumen. In the past, when challenged to undertake business activities, the older pupils made profits of £750 from a £50 start-up fund! Although very successful in sporting activities, pupils stress that fairness, respect and how you play are very important.

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct is exemplary and they are enthusiastic learners. They show a pride in their achievements and celebrate the achievements of others. All staff and parents believe behaviour is good and it is managed well, with high levels of care. Behaviour management is positive and expectations high that everyone has a part to play in making the school safe and happy.
- Pupils are thoughtful, caring and respectful of others. The school council has set up a system whereby older pupils take on the roles of playground angels who support younger pupils during playtime. Pupils are confident that if they had any worries they would be supported by other pupils and by adults. Pupils say that any issues will be sorted out so that everyone will be happy.
- They understand how to stay safe, for example on the roads and on the internet. Pupils know that they have a responsibility to support others in staying safe. Pupil road safety officers lead sessions with their classes on different topics each term.
- Pupil welfare is a high priority. The staff understand that by getting welfare right then behaviour is right. The staff know the pupils very well indeed so that pupils with particular needs are supported in sensitive and subtle ways. Parents feel that their children are supported well and sensitively at difficult times. They praise the school for individual attention, which helps their children to settle and grow in confidence.
- Attendance is above average and continues to rise.

Outcomes for pupils

are outstanding

- Pupils, in all age groups, achieve well above average standards, and make exceptionally good progress, in reading, writing and mathematics. These high standards have not only been maintained over several years, but have continued to improve.
- There is no gap between the achievement of disadvantaged pupils and their classmates, and these pupils also achieve well above the national average for all pupils. Similarly, pupils with special educational needs and disabilities receive excellent, tailored support and they too make exceptional progress and achieve well.
- The most recent checks on how well pupils are achieving show that pupils continue to make rapid progress and that this is speeding up this year from already high starting points. This is clearly evident in their books.
- The school's approach to enquiry based learning enables the most-able pupils to reach exceptionally high standards and, last year, a large proportion of this group achieved the highest possible level in the end of Key Stage 2 national assessment tests, particularly in mathematics.
- The school has focused on improving writing further this year as it was relatively weaker than other subjects last year. The actions taken to improve teaching and learning in writing have been successful and the quality of writing, particularly in English books, is outstanding. Pupils are expected to, and do, learn in depth, refine their ideas and their work so that finished products are at an exceptionally high standard.
- Outcomes in reading are outstanding and this is supported by a very sound foundation laid down in Reception and in Key Stage 1. The result of the successful focus on early reading skills is evident in the well above average proportions of pupils who achieve the expected standard in the phonics screening check at the end of Year 1.
- This is not a school that focuses exclusively on basic skills and there is an emphasis on using and applying these skills in different situations and subjects. The school aims to produce well rounded individuals and seeks to nurture their interests and talents. As a result of the broad and rich curriculum, pupils achieve

very well in different subjects, including science, technology, French, the arts, humanities and physical education.

- Pupils' outstanding attitudes to learning make an exceptionally positive contribution to their own achievement. They love learning and, because they know the precise aims for each lesson, they are increasingly able to evaluate and to improve their work. In lessons, they are fully engaged in their learning, ambitious and keen to do as well as possible. They are confident learners and they relish a challenge.

Early years provision

is outstanding

- When children arrive in Reception, they have a range of skills and abilities that are generally similar to those expected for their age. They make excellent progress so that when they move into Year 1, the vast majority, including disadvantaged pupils, achieve a good level of development, which is the expected level for their age group. Many exceed the expectations for their age. This is consistent across almost all areas of learning.
- There are safe routines and well understood systems for using equipment and changing activities which help the children to develop confidence and independence from the start.
- The early years leader plans carefully and leads the team very well, making best use of their skills and talents. She evaluates carefully to identify any areas which may need a little more attention and adapts the planning accordingly. For example, last year the children achieved slightly less well in moving around safely and learning to handle equipment such as scissors and paint brushes. The provision has been adapted this year to make sure that they have plenty of practice and opportunities to develop these skills to a high level.
- The children thoroughly enjoy their time in school. They listen well and become engrossed in the range of interesting learning activities. The activities are planned very carefully to precisely match the needs and interests of different groups. Adults support the children very well with discussion and careful questioning to gain a good understanding of what the children know and can do and to move the learning on.
- Intervention is very effective, and additional funding is used effectively to enhance the amount and quality of individual support. Adults keep a close eye on particular children who may need additional support and challenge. They move in subtly and sensitively to refocus some children and to engage others in something a bit more challenging.
- The children enjoy exploring the interesting and sometimes surprising activities, such as finding words in the sandpit, recognising the letters and combinations of letters, the phonemes and digraphs, and checking them off on their lists. The teacher makes learning fun and makes productive links between different skills. For example, by getting the children to use programmable toys to develop their sequencing skills and making the toys find particular letters on a large grid. During this inspection, children enjoyed thinking very hard when doubling single digit numbers.
- Parents contribute to the children's records of achievement books and to their home reading contact books. They also attend workshops on different aspects of early learning.

School details

Unique reference number	118690
Local authority	Kent
Inspection number	10003548

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Roger Walton
Executive Headteacher	Joanne Hygate
Telephone number	01304373734
Website	www.kingsdown-ringwould.kent.sch.uk
Email address	headteacher@kingsdown-ringwould.kent.sch.uk
Date of previous inspection	20–21 June 2011

Information about this school

- Since the previous inspection, the executive headteacher became the Principal of Temple Ewell Church of England Primary School. At that time, Temple Ewell was judged to require special measures. It was inspected in March 2013, and was judged to be a good school. The executive headteacher has overarching strategic responsibility for both schools and each is led and managed by a head of school.
- Kingsdown and Ringwould is an average sized primary school situated in a village close to the Kent coast.
- There is one class per year group from Reception to Year 6 and most pupils remain in this school for the whole of their primary school life.
- The proportion of pupils eligible for free school meals is below average. The great majority of pupils are White British with English as their home language.
- The proportions of pupils who receive support for special educational needs or with an education, health and care plan are well below average.
- The school meets the current government floor standards.
- The school collaborates, shares and develops expertise with groups of other local schools as well as with the partner school, Temple Ewell.

Information about this inspection

- This inspection started as an inspection of a good school under section 8 of the Education Act, 2005. On day 1, the lead inspector converted the inspection into a full section 5 inspection in order to gather sufficient evidence to establish whether the school was now outstanding. Two Ofsted inspectors joined the lead inspector on the second day.
- Inspectors observed teaching and learning in all classes and looked at the work in the pupils' books. On day 1, the lead inspector and senior leaders jointly observed learning in all classes on two lengthy tours of the school. On day 2, further observations were carried out, also, in the main, jointly with senior leaders. During these observations, inspectors looked at pupils' books. They also carried out a further scrutiny of samples of science books from each class, and writing books from Years 2 and 6.
- The lead inspector had lunch with pupils on day 1. Inspectors met with three different groups of pupils on day 2 and were also given tours of the school by pairs of pupils.
- Inspectors scrutinised a range of information provided by the school, including assessment information, monitoring and performance management records, self-evaluation and improvement planning documents and records of governors' activities.
- Inspectors met with senior leaders, three governors, subject leaders and had a telephone discussion with a representative from the local authority. The lead inspector also met with a group of staff with a mixture of experience, from relatively new to longer serving.
- Inspectors took account of 18 responses to its online staff survey, 26 responses to Parent View (Ofsted's online parent survey) and 40 responses from pupils to its online pupil survey.

Inspection team

Sheena MacDonald, lead inspector

Elizabeth Morrison

Dr Ann McCarthy

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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