

Kington Primary School

Mill Street, Kington, Herefordshire HR5 3AL

Inspection dates	17–18 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, school leaders have been effective in making improvements to many aspects of the school, including pupils' outcomes. This is because they have sharply focused on improving the progress that pupils make.
- Staff are dedicated and conscientious. They are committed to continuously improving their practice. Consequently, teaching over time is now consistently good, with some that is outstanding.
- There has been a steady improvement in the standards reached by pupils in reading, writing and mathematics at the end of early years, key stage 1 and key stage 2 over the last three years. Pupils currently in the school are making better progress than in the past.
- The school works effectively to support all groups of pupils, including disadvantaged pupils, and those with special educational needs and disability. All pupils, whatever their background, age or ability, flourish, learn and progress at least at the same rate as their classmates.
- The headteacher is strongly supported by an effective deputy headteacher, highly knowledgeable governors and by staff at every level. Parents are overwhelmingly supportive of the school's work.
- Early years provision is outstanding. Children make rapid progress and are very well prepared to start Year 1.
- The promotion of pupils' spiritual, moral, social and cultural development is outstanding. Pupils develop a keen understanding of the world they live in.
- Pupils' behaviour is excellent. They are self-motivated to be friendly, polite and demonstrate high levels of self-discipline when not directly supervised by adults. Relationships between pupils and adults are extremely positive.
- Pupils really enjoy school and want to learn new things. This is evident in the good attendance of the majority of pupils.

It is not yet an outstanding school because

- Although current progress is good, some pupils in Year 6 still have some catching up to do to reach the standards expected for their age in writing and mathematics.
- Teaching, over time, is not yet leading to accelerated progress for all pupils. On occasions pupils, including the most able, are not moved on to more demanding work soon enough.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment and accelerate pupils progress by:
 - increasing the opportunities for pupils to apply their mathematical skills in different subjects and contexts
 - ensuring that pupils, including the most able, are consistently moved on to more demanding work as soon as they are ready
 - continuing to share the outstanding practice evident in the school widely among staff.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, senior leaders and governors are united in their ambition for pupils. They have a clear vision for the school based on an accurate view of its strengths and weaknesses. Staff and parents are very supportive of this vision. This was evident from the overwhelmingly positive responses from the staff survey and the online parent questionnaire, Parent View.
- Leadership is characterised by honesty, integrity and a drive for improvement. The outcome of the previous inspection resulted in leaders and governors sharpening their focus on improving teaching and on accelerating pupils' progress. This focus has paid off and many of the weaknesses identified by inspectors in 2014 are now strengths.
- Leaders have been outward-looking to learn from good and effective practice in other schools and from other leaders. This has been successful in bringing new initiatives into the school that have had a positive impact on pupils' progress. Leaders have introduced 'non-negotiables' for standards of presentation, classroom environments and marking procedures. These are regularly checked to ensure that high standards and consistency are maintained. Staff at all levels want to improve and there is a tangible drive to 'be our best for the children and parents'.
- Leaders and teachers with additional responsibilities work together effectively as the 'standards team'. They are meticulous in their tracking of pupils' progress. This is checked frequently and additional support put in place for any pupil at risk of falling behind. This is then reviewed to check that pupils are catching up.
- The curriculum has been carefully thought out to ensure that it is relevant to the pupils in the school. It is vibrant, interesting and provides pupils with a wide range of real-life experiences on which to draw. It is underpinned by the school's values, which impact on every aspect of pupils' learning. The range of subjects and topics pupils study is comprehensive and well balanced. It is exceptionally well enhanced by trips, visitors to the school, extra-curricular clubs, assemblies and links with the local community. Pupils frequently raise money for local and national charities and experience theme weeks and days such as 'Money Mondays'. Half-termly enrichment days enable pupils to work in mixed-age groups and experience activities such as creating animations, orienteering and gardening.
- Leaders take seriously their responsibilities to ensure that pupils have a good understanding of the fundamental British values of democracy, the rule of law, individual freedoms and having tolerance and respect for those with different faiths and beliefs. An audit of provision ensures that each one is covered thoroughly. As a result, pupils are very well prepared to take up their place in British society.
- The curriculum, the relationships between adults and pupils and the school's focus on the development of values make a strong contribution to pupils' social, moral, spiritual and cultural development. This is an outstanding feature of this school.
- The pupil premium funding has been used to provide eligible pupils with well-targeted support. All teachers are aware of these pupils and the targets that have been set for them. Their progress is tracked carefully and frequently. This has been effective and these pupils make progress similar to, and often better than, that of their classmates.
- The sports funding has been spent well. Pupils have access to a wider range of sporting activities than in the past. In addition, they participate and achieve success in a range of festivals and tournaments with other schools. During the inspection the girls' football team attended a local tournament and were very proud to tell inspectors they had won.
- The local authority has brokered a good range of support for the school since the last inspection. Coaching and mentoring for leaders, governors and teaching staff has facilitated improvements in many areas of the school. Leaders are aware that they do not yet share the good practice now evident in the school widely enough.
- **The governance of the school**
 - Governance is strong and effective. Recommendations from the review of governance, which occurred shortly after the last inspection, were implemented swiftly, leading to a more streamlined, efficient and skilled group of governors.
 - Governors provide effective support and challenge to school leaders because they are knowledgeable about the strengths and weaknesses of the school. They bring a high level of expertise to their roles.
 - Governors have ensured that they receive reports from the headteacher in a format that meets their

requirements, including information about the quality of teaching and the standards that pupils are achieving.

- Governors keep a close watch on the finances and ensure that money, including the pupil premium and sport funding, is allocated and monitored appropriately.
- Governors understand that teachers' pay is linked to their performance and level of responsibility and, together with the headteacher, ensure that all safeguarding procedures meet current requirements.
- The arrangements for safeguarding are effective. Leaders are proactive in their work with other agencies and parents to ensure that pupils are kept safe from harm. Effective use is made of a range of information, including attendance and behaviour records, to gain an accurate picture of pupils' needs. The headteacher is extremely knowledgeable about individual cases. Staff have a good understanding of the procedures to follow if they are worried about a pupil. Records show that concerns are treated appropriately seriously and leaders act quickly.

Quality of teaching, learning and assessment is good

- The overall quality of teaching, learning and assessment is good and there are some aspects that are outstanding. The work in pupils' books mirrors this picture and matches the school's own judgements about the quality of teaching.
- Pupils make good progress in English and mathematics because teaching over time is effective. Teachers are committed to improving their own practice and are focused on improving pupils' progress and to ensuring that pupils, whatever their background, age or ability, flourish and learn well.
- Teaching is characterised by very caring and respectful relationships. Pupils are keen to learn new things and want to succeed. Teachers use their good subject knowledge to plan activities that interest and engage pupils. From when they start in nursery, staff help pupils to develop a love of learning and fuel their natural curiosity. There is a buzz of learning around the school – adults and pupils together enjoying the process of learning.
- Adults are quick to spot any misconceptions pupils have or any mistakes that have been made and correct them. Adults are effective in demonstrating and showing pupils how to complete activities to a good standard. As a result, pupils take care to present their work neatly.
- Additional adults are used well to support learning throughout the school. Teaching assistants are skilled and their support is effective. They give helpful guidance and support, and extend pupils' learning in all parts of lessons including small-group and one-to-one sessions. Their support in phonics (letters and the sounds that they make) is particularly successful.
- Teachers and teaching assistants ask good questions that require the pupils to explain their thinking. They are persistent in asking probing follow-up questions that require pupils to think carefully and deeply. This promotes good learning and ensures that pupils develop their speaking and listening skills throughout the school.
- Teaching in early years is particularly effective. Activities are designed skilfully to support lower-ability pupils and extend higher-ability pupils. Adults understand what pupils need to do next and step in to make this happen as and when necessary. This results in rapid progress for an increasing number of children.
- Pupils have a wide range of opportunities to practise their reading and writing skills across the curriculum. Phonics, spelling, punctuation and grammar are taught well and pupils are expected to use these skills in all their writing. Opportunities for pupils to use their mathematical skills to solve problems and use their reasoning skills, outside mathematics lessons, are less well developed.
- At times, pupils are not moved on to harder work quickly enough and continue to complete work that they are already confident with. This is most noticeable in pupils' mathematics books. This reduces the amount of progress pupils can make in each lesson and prevents them from deepening their understanding and broadening their knowledge.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.

- Kington Primary is a warm, welcoming and inclusive school where individuals, both staff and pupils, are valued. Leaders encourage all to live out their vision of 'everybody is somebody'. This is partly through the range of ways in which pupils take on individual responsibility. For example, older pupils rise to the challenge of organising and selecting music for assemblies and being maths ambassadors who help younger pupils improve their mathematical confidence and skills. They take pleasure in being 'red arrows' helping the younger pupils to have successful and fun playtimes. Pupils thrive on these responsibilities.
- Personal development is an integral part of the school's work. Through different subjects, trips to places of interest, listening to visitors, assemblies, charity work and making links with community, pupils learn to be highly respectful, tolerant and thoughtful.
- Adults are skilled at enabling pupils to express their own opinion and demonstrating that this is valued. As a result, pupils feel listened to and are confident to express their ideas openly.
- Pupils of all ages are extremely proud of their school. Pupils delighted in showing inspectors the new play areas and equipment in the playground, shared their excitement about winning the girls' football tournament and explained the significance of the range of badges they had been awarded and were wearing.
- Pupils are keen and very confident to talk about their school and their learning. They understand that adults want them to work hard to learn new things and appreciate that adults try to make learning exciting and fun for them. They can clearly explain that behaving well in school is important to their learning and to their future outside of school. The high expectations that adults have of them has resulted in pupils having high expectations of themselves.
- Pupils' knowledge of how to stay safe online is well advanced. For example, they know what to do if something inappropriate appears on their screen and have a good understanding of the dangers associated with mobile phones and social networking sites. The school does not shy away from tackling difficult and current issues with pupils.
- Pupils have an age-appropriate understanding of the importance of making healthy choices about what they eat and can explain the effects of exercise on their body. This is as a result of effective learning in physical education, science and personal, social and health education.
- All pupils and parents who spoke to inspectors say that bullying is an extremely rare occurrence at Kington. Pupils understand what bullying means and they take seriously their responsibility to prevent it. Pupils told inspectors that if they witnessed anyone being bullied they would intervene to stop it or tell an adult straight away.
- Pupils feel, without doubt, that they are safe and well looked after at school. Inspectors agree.

Behaviour

- The behaviour of pupils is outstanding.
- Adults have high expectations of pupils and are excellent role models for the pupils to follow. Pupils respond positively and are a well-behaved, cohesive and caring school family.
- Pupils behave well because they want to, not just because they have to. When not directly supervised by an adult, even the youngest pupils remember to walk sensibly and show good manners. During the inspection many pupils, including nursery children, spontaneously initiated pleasant conversations with inspectors. Behaviour in and around the school during the inspection was impeccable. School records and conversations with staff and pupils confirm that this is 'just normal'.
- Lessons are very rarely interrupted by the teacher having to remind pupils a second time to do something. This is because pupils develop excellent attitudes to learning from the time they arrive in Nursery and they respond quickly when an adult gives an instruction or makes a request.
- Pupils like coming to school and as a result most pupils attend well. Very few pupils are regularly absent from school. Despite the school's relentless work in this area, a small number of parents do not yet see the importance of sending their children to school every day.

Outcomes for pupils

are good

- Attainment at the end of early years, key stage 1 and key stage 2 has improved steadily over the past three years. In 2015, published assessment information shows that the proportions of pupils in Reception, Year 2 and Year 6 reaching the levels expected for their age in reading, writing and mathematics was at least in line with the national average.
- Pupils' workbooks show that this trend of improvement has continued. The majority of pupils currently in

the school are now making good progress from their starting points in a range of subjects, including English and mathematics. The legacy of pupils' underachievement is being eradicated and pupils are quickly catching up to the recently introduced expectations for their age group. While progress is positive, there is still some work to be done to ensure that the current Year 5 and 6 pupils reach the levels of achievement expected for their age in writing and mathematics.

- The school's procedures for assessing pupils' progress and tracking this over time are effective in identifying pupils who are at risk of falling behind. As a result, there is little variation in progress between different groups of pupils in the school.
- Children get off to a brisk start in Nursery and Reception. Their starting points when they enter the school vary each year. However, children's communication, language, social and emotional skills and development are often below that typically expected for their age. As a result of really effective teaching, children make rapid progress from where they start. Outcomes at the end of Reception each year have been improving steadily. For the last two years increasing proportions of children have made rapid progress and have been very well prepared to start Year 1.
- The development of early reading in the school is effective. Phonics is taught well. Pupils in key stage 1 use their knowledge of sounds to read unfamiliar words. They are confident and keen to read increasingly difficult words. The proportion of pupils reaching the expected standards in phonics in the Year 1 national screening check compares favourably to the national average. Pupils in key stage 2 who struggle with their reading are given effective support to help them catch up with their classmates. In addition, the more-able readers are stretched by a range of challenging reading materials.
- As with other pupils in the school, the majority of the most-able pupils are making good progress. On occasion, some of these pupils are not moved on to more demanding work as quickly as they could be.
- Pupils of all ages talked to inspectors enthusiastically about reading, identifying their favourite books and authors. Teachers ensure that pupils have a range of opportunities to practise their reading skills at school and encourage pupils to read regularly at home.
- Disadvantaged pupils are making the same progress and, in some cases, better progress, than their classmates.
- The majority of pupils who have special education needs and disability make good progress. This is as a result of extra help and targeted support.
- Throughout the school pupils are increasingly well prepared for the next step of their education. Pupils' positive attitudes to learning support this; they want to work hard and succeed.

Early years provision

is outstanding

- Provision in early years has improved since the previous inspection and is now outstanding. This is because the leader and her team are completely focused on meeting the needs of the children and ensuring that they make rapid progress. Teaching is always good and often outstanding. Children are highly engaged in their learning and are busy and purposeful. As a result, children, including those who are disadvantaged or have special educational needs and disability, make good and often rapid progress.
- The early years' leader has a precise understanding of the strengths and weaknesses of the provision. She ensures that the assessments of children's learning are accurate and frequent and inform the activities that are provided to move pupils forward in their learning.
- Adults have created very well-organised, fun and attention-grabbing places to learn and play, both indoors and outdoors. Activities capture the interest and imagination of the children and are planned in a way that supports the less-able children and provides challenge for the most able.
- Relationships between adults and children are very strong. Adults are highly skilled at knowing when to join in with children's play to extend their learning and when to step back and let them discover new things for themselves.
- Adults take great care to keep children safe. They have been well trained and are vigilant to the signs that children may be vulnerable to harm. It is evident that children feel safe and trust adults in the highly positive and warm relationships that exist and in the confidence that children show in and around the school. Parents agree that their children are safe, they feel involved in their children's learning and they are overwhelmingly positive about the work of the school.
- There is a clear focus on language development across the early years. This is, in part, because children demonstrate skills and abilities in this area below where they should be for their age. Staff are very positive role models for children to follow and copy. As a result, children who have arrived at school with

poor language development or who are reluctant to speak become more confident with their use of language and speaking skills

- Children in the early years enjoy their learning. They behave extremely well and understand the routines and high expectations of the adults. There is a positive buzz of purposeful activity across Nursery and Reception classes, both in the classroom and outdoors. Inspectors were drawn into the excitement as children in nursery were finding and carefully catching and examining minibeasts. The wonder and excitement of their learning was captivating.
- Rigorous tracking of children's progress by adults ensure that no child falls behind in their learning. Leaders make precise evaluations of what is working well and what is not. Provision is changed according to their findings. Records of children's learning include a wide range of detailed assessments. These are made available to parents on a regular basis.
- As a result of their time in Nursery and Reception, children have gained the confidence, skills and abilities to face the challenges of Year 1.

School details

Unique reference number	116701
Local authority	Herefordshire
Inspection number	1012398

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Carl Yeomans
Headteacher	Anne Phillips
Telephone number	01544 230353
Website	www.kingtonprimary.co.uk
Email address	admin@kington.hereford.sch.uk
Date of previous inspection	8–9 July 2014

Information about this school

- This school is a slightly smaller than average-sized, one-form-entry primary school. The early years consists of a Nursery, providing sessions in the morning and the afternoon, and a full-time Reception class.
- The proportion of pupils for whom English is an additional language is below the national average. Almost all pupils are from white British backgrounds.
- The proportion of pupils who have special educational needs or disability is in line with the national average, as is the proportion who are eligible for pupil premium funding. The pupil premium funding is additional funding provided by the government for pupils who are known to be eligible for free school meals and children looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics by the end of Year 6.
- Since the last inspection the school has received support, brokered by the local authority from the executive headteacher at Herefordshire Marches Federation of Academies, the headteacher at Kingsland Primary School and from the local teaching school – Marlbrook Primary School.

Information about this inspection

- Inspectors observed learning in lessons. Some of these observations were conducted jointly with the headteacher.
- Both inspectors talked to pupils about their learning and their attitudes to and opinions about school. Inspectors observed pupils at playtimes and lunchtimes and as they moved around the school. One inspector heard pupils from Year 2 read and talked to them about the books they enjoy.
- Inspectors scrutinised pupils' workbooks from all year groups. A wide range of documents were also scrutinised, including information relating to attendance, behaviour, safeguarding, pupils' progress and the checks made on the quality of teaching.
- Meetings were held with the headteacher, deputy headteacher, early years leader and other staff with specific leadership responsibilities. In addition, a meeting was held with a local headteacher who has been providing support to the school since the last inspection.
- Discussions were held with the chair and vice chair of governors. A telephone discussion was held with a representative from the local authority.
- Inspectors evaluated 31 responses to Ofsted's online questionnaire, Parent View, and spoke with parents at the beginning and the end of the school day.
- Inspectors took account of 12 responses received to the inspection questionnaire for staff and 16 responses to the pupils' questionnaire.

Inspection team

Rachel Howie, lead inspector

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Her Majesty's Inspector

Ofsted Inspector

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