

# Kingfisher Primary School

Kingfisher Drive, Houndstone, Yeovil BA22 8FJ

## Inspection dates

8–9 May 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- 'Being the best you can be' is at the heart of Kingfisher's work. Leaders' ambitious vision is key to the school's success. They have the highest expectations of staff, pupils, parents and carers.
- The headteacher is extremely well supported by the executive principal of the multi-academy trust and by her leadership team. They do not compromise in the drive to make sure that every pupil is receiving the best possible education and is kept safe.
- Teachers work extremely well to motivate and inspire pupils, so that they can achieve their best. Learning is interesting and challenging and no time is wasted.
- Teaching assistants are highly skilled and provide excellent support for pupils.
- Pupils demonstrate excellent attitudes to their learning and enjoy all aspects of school life. Their behaviour is exemplary. They concentrate hard in lessons and they take great pride in their achievements.
- Standards of attainment are high across the school. Pupils, including those who are disadvantaged, make strong progress in all subjects. They are prepared very well for the next stage of their education.
- The curriculum is extremely well planned to ensure that pupils develop and deepen their knowledge and understanding. Exciting enrichment activities and events capture pupils' interest and imagination, developing their personal skills very successfully. The promotion of British values is woven skilfully through the curriculum.
- Children in the early years make an excellent start to school life. The rich environment and high-quality teaching provide children with a successful blend of learning through exploration, play and adult-led activities.
- Pupils feel safe and secure in school. They have complete trust in staff to look after them and know that they can turn to them for help.
- Parents agree strongly that their children are happy, safe and well cared for. They appreciate the warm and welcoming ethos of the school and are proud of the progress their children make.
- Despite being new to the role, governors are very knowledgeable about the school's performance. This enables them to support and challenge leaders effectively. They are developing systems so that they can hold leaders to account rigorously.

## **Full report**

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

- Continue to develop the effectiveness of governors by ensuring that evaluations from their monitoring enable them to hold leaders rigorously to account.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- This new school was established with a clear vision to ensure the best possible education for all pupils. Leaders are justifiably proud of the ethos that permeates the school and they instil the highest expectations for staff, pupils, parents and governors. They are relentless in their determination to keep improving, and this enables all members of the school community to excel in all that they do.
- Working closely with the executive principal of the academy trust, the headteacher and other leaders have developed an exceptionally strong teaching team. They are constantly looking for ways to help pupils succeed. The focus on improving achievement is consistently maintained.
- Leaders and governors have an accurate view of the school's strengths but are not complacent. There is an ongoing emphasis on refining and adjusting provision to meet the changing needs of the school as it grows. Leaders set demanding targets and check carefully the progress and impact of their actions.
- A strong culture of learning pervades the school, and staff are keen to develop their practice. Leaders check continually on the quality of teaching and the impact on pupils' progress. Teachers respond positively to constructive feedback about their work. They embrace the wide range of training and development opportunities across the academy trust to increase their effectiveness.
- Additional funding for disadvantaged pupils is skilfully used by leaders to make sure that individuals are well supported. The success of this support can be seen in their achievement, which is in line with that of their peers. Funding for pupils with special educational needs and/or disabilities (SEND) is used equally effectively to ensure that they make good progress and keep up with others.
- The curriculum inspires pupils to learn, while still being firmly centred on the development of pupils' knowledge, understanding and skills across subjects. For example, in science, pupils learn about life cycles by growing butterflies from eggs. This develops their observational skills extremely well and gives them a clear appreciation of the natural world. All pupils are involved in working with local artists to broaden their imagination and artistic skills. Choral singing has an impressive impact on pupils' musical and spiritual development. Work with the local building company has enhanced pupils' understanding of mathematics and technology. These rich opportunities have a marked impact on pupils' engagement in their learning.
- Pupils' spiritual, moral, social and cultural development is outstanding and pupils demonstrate an excellent understanding of British values. For example, they learn about democracy through the work of the school council and are fully involved in making decisions about issues that concern them. They hold strong beliefs about equality and are sensitive to the needs of others, for example in their charity work for guide dogs for the blind.
- The sport premium is used well to extend staff's skills in teaching physical education and to improve the provision for sports and competitions both within school and with other schools.

- Parents are very positive about the work of the school. They appreciate how well their children are supported both academically and socially, particularly pupils with SEND. Parents comment that the real 'family' atmosphere has enabled their children to settle quickly into the new school so that they flourish and thrive.

## **Governance of the school**

- Governors, some very new to the role, are highly ambitious for the school and fully share leaders' vision. They are very well informed about how well the school is doing compared to national figures because leaders keep them well apprised. They have undertaken training to help them fulfil their responsibilities effectively. They are direct in their challenge to leaders and monitor alongside leaders. However, as yet, they have not fully developed their use of this to enable them to consistently hold leaders to account.
- Governors monitor the budget effectively and manage funds well. They know how additional funds are spent to help disadvantaged pupils and to develop sport in school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture where safeguarding pupils is the highest priority. They check regularly that their policies and systems are followed and are effective. Leaders welcome feedback from staff to make their procedures even more effective. They also check that the school's single central record is maintained accurately. Recruitment processes for appointing staff are thorough and follow statutory guidance. Records show that staff are up to date in their training, including guidance on identifying signs of harm and how to recognise the dangers of extremism and terrorism. Staff fully understand how to report any concerns about safeguarding promptly.
- Leaders keep a close eye on the welfare of any pupils whose circumstances make them vulnerable. They go to great lengths to ensure that pupils and their families receive the help and support they need.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teachers' skills and knowledge are exemplary, demonstrating a deep understanding of the subjects they teach. They plan work that continually builds on pupils' prior learning and develops their understanding. The impact of this can be seen in pupils' strong progress across the school and their high attainment.
- Pupils have very positive attitudes to learning because teachers have high expectations of their achievement. Pupils enjoy the challenges to their thinking and are fully engaged in their learning.
- Reading, writing and mathematics are taught extremely well and pupils build on these skills to support learning across other subjects, such as geography, history and science. Teachers develop key skills in number very thoroughly, enabling pupils to use this

knowledge to reason and solve problems successfully. They teach rich vocabulary, spelling and grammar skills very effectively so that pupils produce high-quality writing.

- Teaching assistants work closely with teachers to support groups of pupils and individuals, including pupils with SEND and disadvantaged pupils, very effectively. As a consequence, not a minute is lost in lessons and learning is highly productive.
- The teaching of phonics is extremely thorough, enabling pupils to develop fluency in reading quickly. Teachers ensure that pupils read widely across a range of challenging texts. They develop pupils' comprehension skills well through regular opportunities to read and discuss books together.
- Teachers set appropriately demanding tasks for learners of all abilities, including the most able pupils. They ensure that pupils' thinking is stretched to the full to deepen their understanding further. For example, the most able pupils in Year 2 were challenged to use imaginative adjectives and adverbs in their descriptions of the 'Gruffalo' and then further challenged to use these in similes to enhance their writing.
- Across the school, pupils are able to talk knowledgeably about their learning in a range of subjects. Work in books shows that mathematical skills are well embedded. Most pupils have made strong progress from the start of the year, particularly in writing. An example of this is in Year 1, where pupils have progressed from writing simple sentences at the start of the year to using sophisticated vocabulary choices in well-constructed sentences.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to their learning are exemplary. Pupils show high levels of concentration and are always keen to do their best. An extremely calm, purposeful learning environment is evident throughout the day.
- Pupils' social and emotional well-being is a high priority for staff. Warm and highly effective relationships between staff and pupils contribute greatly to pupils' enjoyment of school and feeling of security. Nurture groups are provided to help pupils with emotional difficulties, and support is responsive to individual pupils' needs. This support greatly improves their confidence as learners.
- All pupils take responsibility for helping each other, both in lessons and around the school. They help anyone who is 'stuck' in their work by providing a spelling or a 'hint' of how to work out a problem. They are involved in decision-making and encouraged to put forward their views to influence what happens in school. For example, pupils were instrumental in designing the artwork for the new school building and choosing the outdoor 'jungle gym' equipment. This prepares them extremely well to be responsible citizens.
- Pupils understand very clearly what constitutes bullying. They confirm that poor behaviour or bullying seldom happens, though they have unwavering confidence in staff to help sort out any problems very quickly and effectively. They are definite that this is a 'fair' school, where everyone is treated equally and without prejudice.

- Leaders ensure that online safety is of high importance, and pupils are taught how to stay safe online both in and out of school. Pupils know not to give out any personal information and to report straight away any advances from strangers or cyber bullying, should this occur.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour is excellent. They move around the school very sensibly, holding open doors for others and cooperating extremely well with staff and each other.
- Pupils are clear about the behaviour policy and that they need to be kind and respectful. Staff deal sensitively with any pupils who need extra help to behave well. This ensures that these pupils are helped quickly to get back on track, enabling them to work well and make progress.
- Attendance is above average, reflecting pupils' enthusiasm for school. Several pupils said that they would 'come to school at weekends if it were open' as they are so happy here. As a result of careful monitoring and follow-up of any issues, the attendance of a small number of pupils with high absence levels has improved significantly.
- Most parents agree that the school manages behaviour well and that their children make good progress, feel safe and are well looked after.

## Outcomes for pupils

## Outstanding

- Most children join the school in the Reception Year with skills, knowledge and understanding typical for their age. They make strong progress across all subjects because expectations are high and the teaching is carefully planned.
- Leaders set challenging targets for attainment. The number of children achieving a good level of development by the end of the Reception Year is well above the national figure. They continue to reach high standards as they progress across key stage 1. Currently, there is a greater proportion of pupils working at the expected standard and beyond in reading, writing and mathematics than is typically found in most schools.
- The proportion of Year 1 pupils meeting the expected standard in phonics is well above national figures. These skills ensure that pupils become fluent readers and accurate spellers very quickly. Pupils enjoy reading an extensive range of literature, developing their understanding of their reading very effectively. Pupils speak confidently and knowledgeably about different authors they have read.
- The most able pupils relish the high levels of challenge presented to them. The quality and presentation of their work across different subjects is outstanding. They demonstrate a deep understanding of their learning, for instance in history, when explaining why not all children had the right to an education in Victorian Britain.
- There are no differences in the progress made by different groups of pupils. This is because of the carefully planned support for the small number of disadvantaged pupils and for pupils with SEND, to enable them to make at least good progress.

## Early years provision

## Outstanding

- The early years foundation stage is extremely well led and managed. Children and their parents are greeted at the start of each day by leaders and staff. This develops a very effective bond between home and school. Children are encouraged to come into class by themselves, soon becoming independent learners.
- Parents are delighted with how quickly their children settle into school routines and the excellent progress they make. They appreciate that staff are very approachable and fully involve them in their child's learning. As one parent expressed it, in a view typical of many, 'the staff are amazing and my child has progressed extremely well since starting at Kingfisher.'
- Children's behaviour is impeccable. Staff have clear expectations and children respond accordingly. They cooperate very well with staff and each other, they take turns and show kindness in the way they help each other during the day. They also demonstrate impressive levels of concentration and independence in their learning.
- Teaching staff understand very well how young children learn. They plan activities carefully to ensure that all children develop their curiosity and enjoy learning. For example, children were having fun acting 'Handa's Surprise' and deepening their understanding of number and developing mathematical language through role play.
- Teachers have an accurate understanding of children's starting points and check their progress precisely. This enables them to adjust the learning to suit individual needs. Disadvantaged children and children with SEND are nurtured well and make progress in line with others. Carefully targeted activities ensure that the most able children achieve their potential.
- Work in children's books is of high quality and shows excellent progress. Early reading, writing and number skills are developed extremely well so that children achieve outcomes that are above national figures. As a result, they start Year 1 as very confident learners.
- Leaders are vigilant in ensuring children's safety at all times. They make sure that staff are well trained in the latest requirements of hygiene and safeguarding. Staff look after children with great care and attention to their particular needs.

## School details

Unique reference number	142326
Local authority	Somerset
Inspection number	10088270

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	Board of trustees
Chair	Graham Pritchard
Headteacher	Lucy Crowe
Telephone number	01935 474538
Website	<a href="http://www.kingfisherschool.com">www.kingfisherschool.com</a>
Email address	<a href="mailto:office@kingfisherschool.com">office@kingfisherschool.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is part of the Preston Primary Academy Trust. It operated on a shared site until the new building, together with the Nursery, was opened in September 2018. A new intake of Reception Year children is added each year.
- This school is smaller than the average-sized school. Pupils are organised in three single-age classes and there is a Nursery class.
- The proportion of pupils with SEND is below average, as is the proportion of disadvantaged pupils.
- The school manages breakfast and after-school clubs each day.



## Information about this inspection

- The inspector observed pupils' learning across the school. Most observations were carried out with the headteacher. In addition, she made visits to classrooms, the dining hall and the playground.
- Meetings were held with pupils, governors and school leaders. The inspector also spoke with an external consultant who provides advisory support to the school.
- The inspector spoke informally with parents at the start of the school day. She took account of the 58 responses to the online questionnaire, Parent View, as well as parents' written responses. She also took account of the 13 responses to the staff questionnaire.
- The inspector observed the school's work and looked at a range of documents, including the school's improvement plans. She examined information on current pupils' progress, minutes of the governing body meetings, safeguarding procedures and the plans for the use of the sport premium.
- The inspector listened to pupils read, talked to them in classrooms and evaluated samples of their work.

## Inspection team

Sandra Woodman, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019