

Inspection of Kingsacre Primary School

Greenacre, Kingsacre Primary School, Braunton, Devon EX33 1BQ

Inspection dates: 13 and 14 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school. They value their friendships and learn to be polite, respectful and helpful. Older pupils mix with younger pupils, including children from Reception, in their 'family group' assemblies. Consequently, pupils of all ages play very well together at breaktimes. Pupils and children in the early years setting thrive at Kingsacre Primary School. Pupils behave very well both in lessons and around the school. They state that there is no bullying and that staff resolve friendship issues quickly.

Pupils learn about the importance of democracy throughout the curriculum. They respect each other's opinions and welcome friendly debate. In Year 5, pupils visit the Houses of Parliament to learn about British democracy. All pupils vote for the school captains who present the views of pupils to school leaders.

The school environment helps pupils to be physically active and to develop their imagination. For example, pupils build dens in the school spinney and hunt for treasure among the trees in the school field. All pupils, including pupils with special educational needs and/or disabilities (SEND), are fully included in school life.

What does the school do well and what does it need to do better?

The headteacher has been instrumental in improving the quality of education at the school. Staff share leaders' aspirations for the academic and personal success of all pupils. Leaders have made reading a priority across all year groups. Pupils learn to apply their phonic knowledge well. Staff enable pupils, including those with SEND, to discuss the themes and characters in the texts they read. In Reception, children make very strong links between letters and the sounds they represent. In pre-school, children learn about the sounds of words through rhyme and alliteration. Consequently, pupils learn to read confidently.

Leaders and staff have developed a well-sequenced curriculum throughout the school. Consequently, pupils develop their knowledge in a breadth of subjects. Teachers revisit prior learning, enabling pupils to remember more and learn more. In key stage 2, teachers frequently check that pupils understand what they have learned before moving on to new topics. However, in key stage 1, teachers do not do this as effectively.

The English curriculum enables pupils to understand how to write for different audiences, purposes and texts. In mathematics, pupils regularly review addition, subtraction, multiplication and division. This helps them to learn more complex concepts successfully. However, the curriculum in English and mathematics is not as well implemented in key stage 1 as it is in key stage 2.

In early years, leaders and staff nurture children's curiosity exceptionally well. For example, children relish learning about the changing of the seasons. They express

their understanding using words such as 'photosynthesis', 'deciduous', 'evergreen' and 'hibernation'. Children are highly enthusiastic about reading and writing. Staff provide a breadth of very well-planned activities to develop children's knowledge. For example, children retell stories using puppets before writing their own versions. Children develop an exceptionally strong understanding of number through play. They demonstrated with pride their counting skills to inspectors. Children develop their understanding of the world through well-designed activities. For example, children dress as police officers to direct the bicycle traffic using road safety language.

Children in Reception and pre-school mix very well. Through play, they help to develop each other's language skills. Children are extremely well prepared for the next stage in their education.

The leadership of SEND is a strength of the school. Pupils with SEND are fully included in the school curriculum. Children with SEND thrive in early years. Through bespoke support, they learn alongside other children successfully. Staff use resources extremely well to develop children's physical development. For example, children in the pre-school learn to balance well on bicycles and scooters.

Pupils learn to be thoughtful, inclusive citizens of modern Britain. They learn to value their community as well as appreciate different ways of life in other parts of the country. Through the curriculum, pupils learn to be kind and considerate and to show empathy for the needs of others.

Curriculum leaders are well supported in developing their subjects. Through the cooperative trust, leaders collaborate with other schools to enrich the curriculum. Governors monitor the work of leaders very well. They ask challenging questions to support and challenge leaders in equal measure. Staff are overwhelmingly positive about their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are tenacious in their work to keep pupils emotionally and physically safe. They are vigilant of local safeguarding risks. Leaders and staff work hard to educate pupils about how to keep themselves safe, particularly online.

Leaders liaise closely with external agencies to protect pupils. All staff receive up-to-date safeguarding training. Leaders ensure that all staff are checked appropriately and are eligible to work with children.

Parents and carers, and staff who responded to their respective Ofsted questionnaires all agree that children are safe at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have constructed a well-sequenced curriculum. However, the curriculum in key stage 1 is not as effectively implemented as it is in key stage 2. Leaders must ensure that pupils in key stage 1 learn and remember new topics as effectively as they do in key stage 2.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	113179
Local authority	Devon
Inspection number	10200965
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Briony Tuohey
Headteacher	Claire Cole
Website	www.kingsacre-primary.devon.sch.uk
Date of previous inspection	9 and 10 January 2018, under section 5 of the Education Act 2005

Information about this school

- Kingsacre Primary School is in the Braunton Learning Cooperative Trust.
- The school has a pre-school on the school site.
- The proportion of pupils in receipt of education, health and care plans is below the national average.
- The proportion of pupils known to be eligible for support from pupil premium funding is below the national average.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher, senior and curriculum leaders, and governors, and held a telephone discussion with the school's education adviser.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and French. This meant that, in each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- Inspectors met with staff to consider their views.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of parents who had responded to the confidential questionnaire, Ofsted Parent View. They also considered the views of parents who spoke to inspectors. They evaluated the views of staff from the Ofsted online questionnaire.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Leanne Thirlby

Her Majesty's Inspector

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