

# Inspection of Kingskerswell Church of England Primary School

Coffinswell Lane, Kingskerswell, Newton Abbot, Devon TQ12 5HN

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Inspection dates: 19 and 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are proud of their school. Their conduct reflects the school's values of respect, community, trust, love and friendship, resilience and forgiveness. Pupils feel happy and safe. Staff build strong bonds with pupils and families. As a result, pupils trust staff to listen and help them.

The school is calm, and pupils move through the school with a sense of purpose. Pupils are polite to one another and take time to support each other. Staff and pupils have high expectations of behaviour and conduct. As a result, pupils behave exceptionally well. Leaders and staff teach pupils how to be well-prepared citizens.

The school is inclusive. Leaders are ambitious for all pupils, and teachers know pupils' individual needs. As a result, pupils in the early years and key stage 1 achieve well. However, recent improvements to the curriculum have not yet had an impact on published outcomes.

Leaders nurture and develop pupils' talents and interests. Pupils enjoy learning bush-craft skills in the forest school. On 'we can Wednesday,' pupils share their interests with others in the school. Pupils value the Jubilee Garden, where they have time to be quiet, thoughtful and reflective.

Parents and carers value the work of staff at the school. They appreciate how staff build caring relationships with their children.

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

Leaders are ambitious for all pupils. The curriculum extends beyond the academic to broaden pupils' wider development. Where the curriculum is more developed, such as reading, pupils achieve well. Leaders view reading as a priority. They provide ongoing training that helps teachers to model sounds with accuracy. Staff support pupils well when listening to them read. The teaching of phonics is effective. As a result, pupils learn phonics successfully. Children in Reception use their phonic knowledge to help them to read well. Pupils read books that are matched to the sounds they know. Staff have high expectations of pupils' reading. As a result, pupils read a wide range of books regularly and have a passion for reading.

Leaders make sure that teachers have the knowledge they need to identify the needs of pupils with special educational needs and/or disabilities (SEND) as early as possible. As a result, pupils with SEND are well supported, and their learning is adapted successfully.

Leaders have improved the quality of teaching of mathematics so that pupils are prepared well for the next stage of their education. Leaders have made the necessary changes to the mathematics curriculum to ensure it is well sequenced.

There is now a rigorous approach to the monitoring of how pupils learn. Teachers use ongoing assessment to address misconceptions. Pupils use mathematical language to help each other understand new concepts and procedures. Pupils have a love of mathematics and take pride in their achievements.

In the wider curriculum, some subjects are not designed as well. As a result, pupils do not build on what they already know. In these subjects, teachers do not use assessment systems well enough to know whether pupils have retained important knowledge.

In the early years, the design of the curriculum is meticulous. This means that all children are well prepared for the challenges of Year 1. In the outdoor area, children engage in a range of activities that build resilience and perseverance. Staff have secure subject knowledge and use effective teaching strategies to challenge the children. Children show kindness and consideration to others.

Staff and pupils have mutually respectful relationships. This means pupils follow instructions straight away. Older pupils model behaviour in their roles. For example, hall monitors help younger pupils to cut their food, and forest mentors demonstrate the correct use of tools.

The school's values thread through school life. Pupils develop their character as members of the 'ethos group'. They articulate clearly how the school prepares them for the next stage of their education. Pupils enjoy debating different ideas, and they appreciate the views of others. Pupils understand different religions and know the freedoms that British democracy offers.

Leaders and governors have a clear vision for the school. They work well together. Governors have an in-depth understanding of the strengths and the areas of the curriculum that need development. Staff are happy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote a strong culture of safeguarding and provide regular training. Staff know how to make timely referrals and record concerns with accuracy.

Leaders' knowledge of children and families means they identify those pupils who are at risk. Leaders support vulnerable families. When necessary, leaders secure the appropriate external support.

Leaders make sure that staff are suitable to work with children.

Pupils have an adult they can speak to if they have a concern. Pupils learn to stay safe online and understand the importance of not sharing personal information.

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

### (Information for the school and appropriate authority)

- The curriculum in some subjects is not as well designed as it is in others. As a result, pupils do not build on what they already know. Leaders must develop the curriculum in these subjects to help pupils know and remember more so that pupils are well prepared for what comes next.
- Assessment in some subjects is not as well developed as it is in other subjects. As a result, teachers do not always have precise information to sequence learning as well as they could. In these subjects, leaders should ensure that assessment is strengthened to support pupils to build up their understanding over time.

## 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.

## 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

<b>Unique reference number</b>	113398
<b>Local authority</b>	Devon
<b>Inspection number</b>	10241988
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Sarah McDonald & Matthew Loosemore
<b>Headteacher</b>	Rachel Miller
<b>Website</b>	<a href="http://www.kingskerswellprimaryschool.co.uk">www.kingskerswellprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	17 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary-controlled Church of England school. The most recent section 48 inspection under the Education Act 2005 for schools of a religious character took place in May 2016.
- Leaders do not use alternative provision.
- The proportion of pupils with SEND is lower than the national average.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to



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