



# Kings Caple Primary School

## Inspection Report

**Unique Reference Number** 116699  
**LEA** Herefordshire  
**Inspection number** 279877  
**Inspection dates** 11 May 2006 to 11 May 2006  
**Reporting inspector** Helen Barter AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Kings Caple
<b>School category</b>	Community		Hereford
<b>Age range of pupils</b>	4 to 11		Herefordshire HR1 4TZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01432 840267
<b>Number on roll</b>	41	<b>Fax number</b>	01423 840267
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Jake Keogh
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Gill Thompson

Age group	Inspection dates	Inspection number
4 to 11	11 May 2006 - 11 May 2006	279877

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small but steadily growing rural primary school. Nearly all pupils are of White British heritage. Pupils are drawn from mainly favourable social and economic backgrounds, and very few are entitled to claim free school meals. The proportion of pupils identified as having learning difficulties is above the national average. The school has undergone some significant staffing changes, with all three teachers, including the headteacher, newly appointed to the school in the last two and a half years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school and provides good value for money. The school's view of its own effectiveness agrees with the inspection findings and is shared by the staff, governors, parents and pupils. A significant characteristic of the school is the care and concern shown for each individual pupil. The school looks after its pupils very well and helps them to be thoughtful and happy young people. The nurturing atmosphere in the school teaches pupils how to care for and respect one another. A parent's comment that 'it is a joy to see our child flourishing in this lovely little school' echoes the views of many others.

The provision for Reception-age children is good and their standards are above average. They make a strong start to school and make particularly good progress in their personal and social development. Pupils make good progress as they move through the school. They are taught and guided well in all years, and get a well planned and interesting curriculum. Pupils with learning difficulties make good progress because they are well supported. Standards vary from year to year because of the very small numbers in each year group, but overall they are above average and Year 6 national test results were exceptionally high in each of the last two years. As a result of its improved use of data to track pupils' progress, the school recognises that it needs to provide more consistently challenging work for some more able pupils.

The school is well led and managed. The staff and governors are working very well together in developing a clear and accurate view of the school's strengths. They have a clear plan for school development, identifying those aspects in most need of improvement. Nevertheless, with a very small staff, there are limited opportunities for teachers to regularly monitor and evaluate the quality of teaching and learning to ensure, for example, that pupils of all abilities in both classes make the best progress they can. The school has made good progress since the last inspection and has good capacity to improve further.

### **What the school should do to improve further**

- Ensure that the work set for higher attaining pupils consistently matches their capabilities.
- Further develop the monitoring and evaluation of teaching and learning to ensure that pupils of all ages and abilities make consistently good progress.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good because of the good quality teaching and individual care and support that they receive. Attainment on entry varies year by year, but most children join the Reception year with knowledge and skills which are broadly at levels expected for their age. They make a good start to school because they have activities which are well planned for their needs within a mixed-age class. Children's personal

and social skills are particularly good because they have opportunities to play and work with older pupils.

Standards are above average overall. The numbers of pupils taking national tests in Year 2 and Year 6 are too small and variable to provide a reliable guide to trends in standards. However, in previous years, test results have mainly been above average in English, mathematics and science by the end of Year 6 and, depending upon the cohort of pupils, results have sometimes been exceptionally high – as they were in 2004 and 2005. A significant proportion of pupils join the school at different times. Current school assessment data show that most pupils are making good progress from their different starting points and across all year groups. Pupils with learning difficulties are very well supported and, relative to their capabilities, achieve as well as their classmates. While most pupils meet the targets set for them, there are occasions when a few more able pupils do not reach the higher levels of which they are capable.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are friendly and helpful. They love school and say that teachers make learning fun. Their good attendance and attitudes have a very positive effect on their learning. Pupils' behaviour is good, although they are occasionally restless towards the end of lessons. Pupils' spiritual, moral, social and cultural development is good. They are confident and feel valued because of the equal and individual care that they receive. They understand the need to learn and play together well in spite of being of different ages. Older pupils care well for the younger ones and take responsibility well. Pupils enjoy learning about the wider world beyond their small rural school and are developing good insights into the multicultural world in which they are growing up.

Pupils are successfully fostering safe and healthy lifestyles. They enjoy 'huff and puff' activities and sport. They are safe cyclists and understand how to care for others through 'Crucial Crew' and 'Heart Start' training. They enjoy healthy food and love growing vegetables to eat. Pupils contribute well to their community and show good decision making skills through their school council. They are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. The teachers' knowledge of each pupil and the work that is done to help them to gain confidence to learn at whichever point they start at the school are major factors in the progress made. Teaching and learning are underpinned by very good relationships which help to ensure that pupils enjoy learning. Searching questions are used well to probe pupils' learning and to extend their thinking. Resources, particularly interactive whiteboards, are used effectively to bring learning

to life. Pupils are well managed and their behaviour is good although some are occasionally restless when the pace of the lesson slows. Support staff are used very effectively to help individual pupils and small groups with their learning. Pupils with learning difficulties benefit especially from this additional support.

Teachers make good use of information from tests and pupils' work to plan lessons for the wide range of age and ability of pupils within the two classes. In most cases this is effective and helps pupils to achieve well. However, teachers are aware of the need to take greater account of the needs of some more able pupils so that they reach their full potential.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum for all pupils, including children of Reception-age, is good. Pupils participate in a wide range of well planned and stimulating activities. A recent example is the high quality work by groups of mixed-age pupils to create storyboards and models to animate an anti-smoking campaign advertisement in the style of 'Creature Comforts'. The school uses every opportunity it can through its links with other schools and the community to give pupils good opportunities to work with others outside its small environment. Despite a small staff, pupils are provided with a very good range of after school activities. The gardening club, for example, promotes their understanding of the environment, healthy eating and the benefits of outdoor exercise. Visits to the church and further afield, such as a residential visit to Snowdonia, promote pupils' spiritual, social and cultural development well. Opportunities for pupils to learn a modern foreign language in preparation for secondary school are developing well.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support. This happy school helps pupils to grow and become confident learners. Parents value the school's caring atmosphere and liken it to an extended family. Pupils say that they can go to any adult if they have any worries. There are good arrangements for child protection, with training planned for new staff. The school has good expertise in supporting the progress of looked after pupils. It draws well on the skills of local agencies, especially to support pupils with learning difficulties.

Pupils receive careful and individual guidance in lessons. They value the 'traffic light' system which alerts teachers when pupils are unsure if they have understood their work. Procedures to track pupils' progress are sound and developing well, particularly for pupils with learning difficulties. The school is aware that the tracking and support of some more able pupils' progress now needs more focus. The school regularly seeks pupils' views through discussions together in assemblies and the school council. Pupils genuinely feel that their views and ideas are taken seriously.

## **Leadership and management**

### **Grade: 2**

The headteacher has had a very positive effect on the school's development, notably through its increasing popularity and expansion of the school roll. Following a difficult period when staffing changes resulted in a full-time teaching commitment for the headteacher, the school is now on a more stable footing and morale is good. The headteacher's vision and promotion of equal opportunity and inclusion for all pupils are shared and supported well by the staff, governors and parents. Their views, and those of pupils, are highly valued and contribute well to the school's further development. Very effective links are being developed with local schools and the community to further enhance the quality of education provided. The school clearly has good capacity to improve further.

Support from the local authority, and the recruitment of an additional teacher, has enabled the headteacher to regain more time to monitor and evaluate the school's overall performance and to assess the teaching quality of the new teachers through some lesson observations. However, there are limited opportunities for all teachers to monitor and evaluate how well teaching meets the needs of all groups of pupils. Governance is good. Governors have carefully guided and supported the school through an unsettled period. A useful system of monitoring visits and meetings with the headteacher have helped governors to have a good understanding of the work of the school and to contribute well to the school's self-evaluation.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making me so welcome when I came to visit your school. I really enjoyed having lunch with you and talking to you about all the things that you learn and do. You told me that Kings Caple Primary School is a good school and I agree with you. These are some of the good things that I found.

- You learn well because the teachers care very much about your education and want you to do well. They all work very hard together to help you.
- You enjoy coming to school because you learn lots of interesting things. The displays of your work showed me how much you enjoy learning.
- You get on with each other and play very well together.
- You know how important it is to be fit and healthy. I was very impressed that so many of you have passed your cycling tests.
- Your school council makes sensible decisions about how to make your school even better, such as asking for the water fountain to be moved.
- Your parents appreciate everything the school does to help you to learn and are very happy that you go to such a good school.

Your school already knows many of the things that it wants to do to make it even better. I have asked the school to:

- make sure that those of you who are able to do the most difficult work are given challenging tasks to make them think hard
- keep checking on how well the school is doing so that it knows exactly what it must do to keep on improving.