



Robert Le Kyng Primary School

Inspection Report

Unique Reference Number 126281
LEA Swindon
Inspection number 282090
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Malcolm Greenhalgh AI

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

Type of school	Primary	School address	Westcott Street
School category	Community		Swindon
Age range of pupils	4 to 11		Wiltshire SN1 5HS
Gender of pupils	Mixed	Telephone number	01793 523119
Number on roll	398	Fax number	01793 521648
Appropriate authority	The governing body	Chair of governors	Mr Nigel Sully
Date of previous inspection	16 October 2000	Headteacher	Mrs M E White

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most schools. Pupils come from a wide range of social backgrounds in line with that expected nationally. The proportions of pupils with learning difficulties and disabilities, and those with English as an additional language, are slightly above the national averages. The school has a Special Resource Provision (SRP) for pupils with severe learning difficulties and disabilities.

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 with some excellent features; a judgement that is very similar to that made by the school about itself. The headteacher and staff have created an effective team spirit and warm atmosphere that encourage pupils to have high self-esteem and to be proud of the school and what it achieves. The pupils in the SRP are integrated into the main school extremely well whilst having their particular needs met. Pupils achieve well during their time in school and attain standards that are above the national expectations in reading, mathematics and science by the time they leave school. Standards in writing are not as high and, whilst progress is satisfactory overall, some higher attaining pupils do not achieve well enough by the end of Year 2. The provision in the Foundation Stage has improved from satisfactory to good in the last year and children are now making good progress, especially in their personal, social and emotional development. The quality of teaching throughout the school is good and pupils learn well. However, there are some occasions when the teachers do not challenge the highest attaining pupils well enough across different areas of the curriculum. This is partly because the senior management team does not ensure that the very good information collected on pupils' progress is fully used to tailor all lesson content to the needs of pupils of all abilities. Nevertheless, the school's curriculum provides a wide range of opportunities for pupils to make good progress in their academic and personal development. Teachers ensure activities are exciting and enjoyable and there are ample opportunities for pupils to shine in such things as physical education and French. Members of staff take great care to ensure the pupils are healthy and safe and that they respond extremely well to initiatives such as the Healthy Schools Award, which the school has recently received. The day to day management of the school is excellent. This has helped to support the good progress made since the last inspection. The school is well placed to make good progress in the future and provides good value for money.

What the school should do to improve further

- Improve standards in writing, especially in Years 1 and 2, and ensure the more able pupils achieve high standards.
- Improve the quality of teaching so that all higher attaining pupils are challenged in all lessons.
- Improve the effectiveness of self-evaluation to ensure that all the data collected is sufficiently well analysed to identify when pupils are not doing as well as they should.

Achievement and standards

Grade: 2

Pupils achieve well. Progress in the Foundation Stage is good, particularly in the children's personal development, and this lifts attainment from just below average on entry to the school to average by the time they enter Year 1. These judgements are

higher than the overall grade judgements made by the school because insufficient account was taken of the most recent improvements in teaching. Progress in Years 1 and 2 is broadly satisfactory with some good progress evident, particularly in reading and mathematics. Progress made in writing is not so good, and some of the most able pupils do not achieve as well as they should. Standards in writing in Year 2 are below average, whereas in reading they are a little above and in mathematics are in line. Good progress is made in Years 3 to 6 with some acceleration in Year 6. Standards in reading, mathematics and science are above average and in writing they are average. The progress made by pupils with learning difficulties and disabilities is good throughout the school, and pupils with English as an additional language make similar progress to pupils in their classes. The school has met its challenging targets and continues to strive towards attaining similarly challenging targets in the future.

Personal development and well-being

Grade: 2

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. This is not as high as the school's own judgement because pupils do not take on sufficient responsibility for their own academic and personal development. The school puts considerable emphasis upon these areas of development and, as a result, pupils have very positive attitudes towards school. The pupils are keen to take part in physical activities and to eat healthily with a good number of pupils attending extra-curricular activities. Pupils are eager to take part in skipping workshops, golf, hockey, tennis and football sessions. The achievement of the Healthy Schools Award is a good indication of the pupils' approach to this aspect of their learning. Overall, their response to living healthy and safe lifestyles is excellent. Pupils behave very well and enjoy coming to school. Attendance is satisfactory. The pupils also play an active part in the life of the school through the school council, which makes suggestions as to how the school can improve. Pupils are happy to take up other positions of responsibility, such as play leaders and peer mediators. During their time in school, pupils develop a good range of skills such as science investigating and art. Numeracy, literacy and information and communication technology skills are also well developed and prepare the pupils well for later life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good in the Foundation Stage, within the SRP and throughout the school generally. In the Foundation Stage and in Years 1 and 2, there is good evidence of more recent improvement and this is beginning to have a beneficial effect on the rate of progress pupils make. However, this has not yet fully benefited pupils at the end of Year 2. There is now very good consistency of practice throughout the school in assessment. It is used well for developing a more enjoyable and creative curriculum, in the generally good development of key basic skills,

encouraging pupils' self-evaluation and taking responsibility for their own learning. This is beginning to mean that pupils have a good understanding of their levels of attainment in a wide range of subjects, although they do not always have sufficient awareness of what they can do to improve further. In some instances, however, insufficient challenge for the most able pupils means that they spend too much time completing work that is better matched to the middle attainers.

Curriculum and other activities

Grade: 2

The curriculum offered in the Foundation Stage and across the school as a whole is good. A wide range of pupils' needs are met effectively. The school is developing personal, social and health education very well and this is having a positive impact on the pupils' personal development. This is also the case in the Foundation Stage, where there is a strong emphasis on the children's personal, social and emotional development. The school has worked very hard to improve those elements which were mentioned as concerns in the last report. Information and communication technology is now a well integrated element of the curriculum and there are many opportunities for pupils to gain an understanding of a wide range of lifestyles and cultures. However, there are not enough opportunities across the curriculum for pupils to consolidate their writing skills. There are many extra-curricular activities available to the pupils including a residential visit for the older pupils. This helps develop both their social skills and their levels of independence. The provision for pupils with learning difficulties and disabilities is very good and all members of staff ensure that these pupils are extremely well integrated into the main school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school places considerable emphasis upon meeting the individual academic and personal needs of the pupils. Very good academic assessment systems are in place and personal development systems are being developed effectively although there remain instances where the needs of the most able pupils are not always met. The school's monitoring of health and safety issues is excellent. All child protection and criminal records bureau requirements are complied with. The vast majority of parents are extremely supportive of the school and many parents comment upon the warm and friendly welcome for their children when they start school and as they progress through the year groups. The school's SRP plays a significant part in school life and is a good illustration of the school's commitment to all children.

Leadership and management

Grade: 2

The leadership and management of the school are good. The school is very ably led by the headteacher, who demonstrates clarity of vision that enables the school to continue the good progress it has made since the last inspection. There is a very good

focus on key national initiatives and this ensures that the school is at the forefront of developments that benefit all pupils. There is a very good balance of skills amongst the senior management team and the subject and aspect leaders provide very strong support and help to create a very good team spirit. The governing body is active in developing its role as a critical friend and is becoming much less reliant on just accepting what members of staff say to them. This healthy climate of positive challenge is a key factor in helping the school to continue the good progress it makes. The school's systems of self-evaluation are very good and parents are effectively involved in school initiatives. The school's improvement plan is well known by staff and governors and this also helps to drive the initiatives forward. The day-to-day management of the school is excellent, particularly to ensure the health and safety of staff and pupils, and that the school's finances are in order. Although systems for analysing pupils' progress are strong, the resulting information is not yet used sufficiently to ensure all pupils achieve their best.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	2	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Pupils

Thank you very much for the way you treated us on our recent visit to your school. We are pleased to have this opportunity to share the findings of the inspection with you.

What the school does well

You make good progress in reading, mathematics and science.

The progress you make in your personal development is good. You are particularly keen to help the school to improve through your involvement in the school council, and to lead healthy and safe lifestyles.

The headteacher and staff provide you with very good opportunities to learn well in a wide range of activities in and outside normal school time.

The school has made good progress since it was last inspected and is well placed to ensure improvements will continue.

What the school could do better

You can improve your writing skills for different purposes.

Those of you that are ready should move more quickly onto the 'could' objectives that your teachers provide you with in lessons.

The headteacher, teachers and yourselves must look more carefully at whether you are making enough progress in all your lessons.

All the inspectors wish you every success for the future.

Yours sincerely

Malcolm Greenhalgh Lead Inspector