



# Kings Hedges Primary School

## Inspection Report

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**Unique Reference Number** 110775  
**Local Authority** CAMBRIDGESHIRE  
**Inspection number** 288768  
**Inspection dates** 29–30 January 2007  
**Reporting inspector** Lynne Blakelock

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

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<b>Type of school</b>	Primary	<b>School address</b>	Northfield Avenue
<b>School category</b>	Community		Cambridge
<b>Age range of pupils</b>	3–11		Cambridgeshire CB4 2LG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01223 518330
<b>Number on roll (school)</b>	431	<b>Fax number</b>	01223 506014
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr R Salmon
		<b>Headteacher</b>	Mrs J Angel
<b>Date of previous school inspection</b>	10 March 2003		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	29–30 January 2007	288768

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a much larger than average school which is situated on the edge of an area of considerable social and economic deprivation. The proportion of pupils entitled to free school meals and who have learning difficulties and/or disabilities, including those with statements of special educational need (SEN), is above average. Children start here with levels of knowledge and skills which are well below those expected nationally. Most are of White British heritage but approximately 9% have English as a second language. Movement of pupils in and out of the school during the year is above average. The school has achieved the Basic Skills Quality Mark and holds the Gold Artsmark and Gold Sportsmark Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection confirms the school's evaluation that Kings Hedges is a good school. It is good because the school takes as its starting point the particular circumstances and needs of all pupils. It nurtures them and models good practices, backing these up with high expectations in every aspect of their school life, preparing them well for the future. Consequently pupils thoroughly enjoy school and learning.

Good leadership and management form the basis of the school's good progress. To the headteacher and her staff every child really does matter. The headteacher provides a clear vision and direction and makes bold decisions so that the school can move forward. Very focused strategic planning is based on the school's vision of excellence through care, creativity and challenge. Thus the education which pupils receive encourages a breadth of learning which is now resulting in the good progress of pupils through the school and a good capacity to improve. An increasingly strong governing body monitors the work of the school effectively.

Standards at the end of the Foundation Stage vary but are below average. The standards that pupils attain by the end of Year 6 are below average. Thus the progress they make through the school is good. Standards in English are rising steadily and nearing the national average because of the innovative learning programmes that are in place. The standards attained by pupils in mathematics as they move through the school continued to fall in 2006 in national tests but they made satisfactory progress from their starting points. Standards in science were below average in national tests due to the school's emphasis on literacy and numeracy but progress is good and standards now are getting closer to the national average. During the inspection teaching was consistently good and demonstrated the good progress that both boys and girls are now making in English and mathematics. Learning is stimulated because classrooms are a riot of colour and crammed with displays of pupils' work. Pupils focus on learning due to a brisk pace and interesting tasks.

The curriculum is good. Many examples of pupils' excellent artwork demonstrate the school's outstanding opportunities for creativity. In the Foundation Stage the outdoor area has enabled children to enjoy very broad learning experiences. Pupils relish the out of school activities which expand their skills and interests. This includes musical opportunities which extend the spiritual dimension. A great strength of the school is the care, guidance and support that it provides to all pupils. Outstanding procedures are in place to keep pupils safe with the school's excellent links with outside agencies resulting in troubled pupils receiving the help that they need. Academic guidance is equally strong because of a very good emphasis on tracking pupils' levels in basic skills and the mentoring scheme in Year 6 which promotes pupils' learning. Exemplary marking and self-evaluation procedures in literacy are resulting in pupils becoming more critically aware of their standard of work.

The personal development of pupils is good although the attendance of a minority continues to need improvement despite the school's efforts. Because they feel safe and valued pupils demonstrate good attitudes to learning and behave well. They

become more confident, secure in the knowledge that they are valued by the school. They are therefore keen to take on roles of responsibility which are expected of them from the time that they start in the Foundation Stage. They have responded magnificently to the challenge to adopt a healthy lifestyle through the school's informative curriculum programme.

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

- Raise standards across the school, particularly in mathematics.
- Investigate and deploy additional strategies to improve the attendance of a minority of pupils.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well through the school as confirmed by inspection evidence. This includes those with learning difficulties and/or disabilities and those who have English as an additional language. The standards that they attain are below average. Children start school with levels of knowledge and skills that are well below those expected nationally, particularly in communication, language and literacy. However, they make good progress especially in reading so that they reach standards which are generally below average from their very low starting points on entry to the Foundation Stage. Good progress continues through Key Stage 1 and 2 particularly in writing, with a strong contributory factor being the increasingly effective literacy and numeracy programmes. Test results at the end of Year 2 and Year 6 in English showed an upward trend with standards generally close to the national average. More able pupils performed above national expectations in writing. Results were below average in mathematics last year and fell at the end of Year 6 because the good learning programme in place had not then had time to impact on results. Standards in other subjects, including science are getting closer to the national average.

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

### **Grade: 2**

Personal development is good. Pupils have positive attitudes to school and enjoy lessons. They relate well to each other and to adults, showing good social development. Attendance of a small number remains below average despite the school's efforts. Pupils' moral development is good as they have a keen sense of right and wrong and are welcoming and polite. They play safely at break times. Pupils have an outstanding knowledge of how to make beneficial lifestyle choices about diet, exercise and freedom from risk. Cultural and spiritual development is good due to the curriculum provision made. Older pupils respond well to their various duties and learn much about community responsibility. By Year 6, pupils have developed skills and practices which will help them when they are older.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan their lessons well and have high expectations of both the behaviour and the academic progress of their pupils. The school groups its pupils according to their capabilities and this arrangement is successful because work is well matched to pupils' abilities. Lessons usually have a very good pace which keeps pupils interested and involved in their work. Through good management, teachers ensure lessons are almost always free from disturbance and this helps create a very positive working atmosphere in the classrooms. Teachers work hard and effectively to provide a stimulating and appealing classroom environment for pupils. They are very well supported by effective and well-trained teaching assistants. Pupils are very involved in their own assessment of their literacy work, which gives them a very clear understanding of what they have achieved and what they will learn next.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum provision is good. It meets the needs of all pupils, including those who are gifted and talented or have learning difficulties and/or disabilities. Subjects are thoroughly planned. Themed days and weeks enable high levels of pupil motivation. The exciting outdoor learning area is well used in the Foundation Stage curriculum. The school's faith in its innovative approach to basic skills teaching has been vindicated by improved results in literacy. Teachers have forged strong links between information and communication technology (ICT) and other subjects. The personal, social and health education programme enables pupils to form opinions and make decisions about important life style issues. Creativity in art and music is outstanding as demonstrated in paintings, sculpture, animation and a large school orchestra. The curriculum is enriched by an extensive range of clubs for all ages.

### **Care, guidance and support**

#### **Grade: 1**

The school provides an exceptionally caring and supportive environment for its pupils. Teachers and support staff know the pupils very well and understand their needs and as a result the care that is provided for individual pupils is outstanding. For example, the Red Hen facility, the breakfast club and the Year 6 mentoring scheme contribute greatly to the well-being of many pupils and their families. The school works extremely successfully with a wide range of other agencies and with parents in order to help ensure all pupils make good progress. There are rigorous and effective procedures in place for child protection and for ensuring safety in school. Pupils' academic progress is tracked carefully and the arrangements for involving pupils in their own assessment in literacy are exceptionally good. Pupils with learning difficulties are supported very well and their progress is monitored closely.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The leadership and management of the headteacher are particularly strong. She uses her very accurate understanding and vision of the school's strengths and weaknesses to steer it forward. The school, strengthened by a very competent management team and committed staff, is constantly adapting its practices in its desire to grow and improve. This is evidenced by their decision to follow an alternative learning programme which is resulting in improved standards in English. Focused strategic planning is backed up by rigorous monitoring and evaluation of the school's work thus there is good capacity to improve. The professional development of the staff is very closely linked to school improvement so that the development of the role of middle managers in monitoring their subjects is beginning to widen progress. Governors are strong partners of the school and act as critical friends. Value for money is good.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

31 January 2007

Dear Pupils

Kings Hedges Primary School, Northfield Avenue, Cambridge, Cambridgeshire, CB4 2LG

We enjoyed our recent visit to your school very much. Thank you for your politeness and helpfulness towards us. This letter will tell you what we found out during our visit.

Your school is a good school. You enjoy being here and you show it in your good behaviour. This is a school where the staff look after you very well and work hard to give you ways of learning that are interesting. The youngest ones among you love the outdoor learning area and use it well. In lessons you try hard. This is helping you to make more progress. In literacy lessons we have seen the careful way that teachers mark your work so that you know exactly what to do to improve. It is good to see you assessing your own work and working out for yourselves how to improve it. We were impressed by the wonderful displays of your work around the building, particularly all of the models that you have made. You look forward to taking part in all the activities and clubs outside lessons.

There are ways in which your school can improve. You need to reach higher standards in your learning, especially in mathematics. Also a few of you do not come to school as often as you should. We hope that you will all attend school every day that it is open unless you are ill.

On behalf of the team I send you best wishes for the future.

Lynne Blakelock

Lead inspector