



Kingswear Community Primary School

Inspection Report

Unique Reference Number 113206
Local Authority Devon
Inspection number 289546
Inspection date 17 January 2007
Reporting inspector Eileen Chadwick

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

Type of school	Primary	School address	Lower Contour Road
School category	Community		Kingswear
Age range of pupils	4-11		Dartmouth TQ6 0BJ
Gender of pupils	Mixed	Telephone number	01803 752356
Number on roll (school)	42	Fax number	01803 752779
Appropriate authority	The governing body	Chair	Brian Longland
		Headteacher	Mark Oakshott
Date of previous school inspection	10 June 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves the seaside town of Kingswear and the surrounding area. The proportion of pupils receiving free school meals is average. The proportion with learning difficulties and disabilities is below average, although an above-average number have statements of educational need. Children's attainment on entry to Reception is broadly as expected for their age. A high proportion of pupils enter the school at times other than the normal point of entry. Most of these pupils join the school between Years 3 to 6. Since the school was last inspected, there have been several changes of headteacher. The current headteacher took up post nearly three years ago.

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. It provides a well-rounded education where pupils thrive both academically and personally and where they achieve well. Parents are very pleased with the way their children develop. As one parent said, 'The school has a great family atmosphere and I am very pleased with my children's academic progress'. Standards are rising and the headteacher's very good leadership has accelerated school improvement since his arrival three years ago. However, the school recognises it can raise pupils' academic achievement even further.

Children make good progress in the Foundation Stage and at least reach the expected levels by the time they start Year 1. Overall provision in Reception is good, especially that for literacy and numeracy. However, opportunities for learning through purposeful play, whilst satisfactory, are not as good as those activities that are led by adults.

In Years 1 to 6, teaching and learning are good and this leads to pupils making good progress. By Year 2, standards are exceptionally high in reading, well above average in mathematics and above average in writing. By the end of Year 6, standards are exceptionally high in reading and mathematics and above average in writing. Throughout the school, pupils write well for a range of purposes but weaknesses in their handwriting, spelling and punctuation are not picked up and so cause standards to fall. These skills are not built systematically enough, year on year, from Years 1 to 6. Pupils' personal development, well-being and spiritual, moral, social and cultural development are outstanding. Pupils respond to the high expectations exceptionally well. Their behaviour is excellent and they really enjoy school. Pupils feel safe, understand how to keep healthy and make an excellent contribution to the community. Lessons are often challenging, although, occasionally, in mixed-age classes the work does not demand enough of more capable pupils. The curriculum is good. It is broad, exciting and interesting. However, in Reception, play resources, especially for role play, are sometimes dated, which limits learning through play. Care, support and guidance of pupils are good. Pastoral care is outstanding and pupils feel confident they have someone to turn to if they need help. Procedures for checking pupils' progress are good.

Leadership and management are good. The clear direction set by the headteacher is having a very good impact on improving pupils' achievement. Effective procedures for checking and evaluating the school's performance have given the staff a clear understanding of its strengths and weaknesses and what needs to be done to raise achievement further. Governors are very supportive and challenge the school well. The school has improved well since its previous inspection and has a good capacity to continue to improve.

What the school should do to improve further

- Raise standards in writing by more rigorous teaching of spelling, handwriting and punctuation throughout the school.

- Improve opportunities for children in Reception to learn through purposeful play and, where needed, update resources for play.
- Provide more consistent challenge for more capable pupils in the mixed- age classes.

Achievement and standards

Grade: 2

Pupils' overall achievement is good; their attainment on entry is broadly at the level expected and, by Year 6, pupils reach standards that are well above average in English, very high in mathematics and above average in science. There was a marked improvement in test results for Year 6 pupils in English and mathematics in 2006.

In Reception, children make good progress in literacy and numeracy and across the areas of learning. By the time they begin Year 1 they have reached the standards expected and some have exceeded them. Pupils' good progress in Years 1 and 2 enables them to reach very high standards in reading, well above average standards in mathematics and above-average standards in writing. Standards on entry to Year 3 have risen over the last few years. In Years 3 to 6, pupils' progress in relation their starting points is good, including that of the many later entrants. These pupils have sometimes underachieved in previous schools but catch up well because of the support they are given. More capable pupils' progress is good because there is much rigorous subject teaching. Pupils make particularly good progress in reading and mathematics and, by Year 6, standards are very high in these subjects. However, whilst standards in writing are above average, there is still work to do to bring writing up to the standard of reading.

Throughout the school, pupils learn to write fluently for a wide range of purposes. However, they do not develop their spelling, punctuation and handwriting systematically enough because these basics are not taught sufficiently rigorously year on year. Pupils with learning difficulties and disabilities make good progress. Pupils are well prepared for their economic well-being because of their good progress in developing basic skills and those applied in investigative work and problem solving in mathematics, science and information and communication technology (ICT).

Personal development and well-being

Grade: 1

Pupils are excited by their learning and take great pleasure in school life. Pupils' spiritual, moral, social and cultural development is excellent. The curriculum and close links with the church support pupils' spiritual development well. The topic, 'Darwin's Dream', for example, enabled pupils to wonder about evolution and marvel at the beauty of nature when creating images and music on this theme. Pupils' behaviour and relationships are excellent. They accept each other's differences and talents and give a warm welcome to visitors and newcomers. Pupils feel very safe and free from bullying and prejudice. They develop excellent social, team and decision-making skills.

The school considers pupils' health of paramount importance and pupils gain an extremely good understanding of healthy eating and physical fitness. Pupils make a strong contribution to the life of the school and local community and raise funds for charities at an international level.

Pupils are eager to come to school and the great majority attend regularly. However, despite the school's best efforts, pupils' overall attendance levels are only satisfactory because a few parents take their children out of school for family holidays.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the Foundation Stage they are good overall, with strengths in teaching through focused, adult-led tasks. However, opportunities for children to learn through purposeful play are satisfactory and not as well planned. This particularly limits children's imaginative role play. Teaching in Years 1 to 6 is good. Teachers' subject knowledge is good, especially in Years 3 to 6, where there is a significant amount of specialist teaching to promote pupils' good learning. Lessons are well structured and activities are often challenging. However, occasionally, in the mixed-age classes when the whole class is taught together, the older, more capable pupils' progress slows when the teaching is directed more towards younger pupils. Teaching assistants are well trained and their time is well managed so they provide good support for pupils' learning.

Curriculum and other activities

Grade: 2

The Foundation Stage curriculum is satisfactory. Many of the resources for play are 'tired' and do not support the children's learning well. In Years 1 to 6, there is a strong emphasis on literacy and mathematics within a broad and exciting curriculum that includes the teaching of French. Cross-curricular work is inspiring, with relevant links between science, ICT and the creative arts. The use of the local environment, visits, visitors and links with other schools enrich pupils' learning very well. Sport is well provided for despite the limitations of the school site. Provision for ICT and science is good and has been improved since the last inspection. However, the curriculum for teaching spelling, handwriting and punctuation does not steadily build pupils' skills from Year 1 to Year 6.

Care, guidance and support

Grade: 2

The pastoral care of pupils is outstanding. Pupils are well known to adults. Parents particularly value the warm, caring and friendly environment and the way all staff make sure the pupils feel secure and happy. The high expectations of pupils' behaviour and achievement are major reasons why the rate of pupils' progress is improving. The

school supports later entrants very well, helping them to settle quickly, including those who have had difficulties in other schools. Child protection, health and safety procedures are good. Academic guidance is generally good, although the school is fully aware that systems for assessing writing are not yet as good as in reading and mathematics. Individual target setting is now in place, although this has not yet been shared with parents.

Leadership and management

Grade: 2

The headteacher has given the school a clear sense of direction and purpose. His vision and drive for improving the school have accelerated the rate of the school's progress since the last inspection. The headteacher has initiated a number of changes for improving pupils' achievement which have been successful and have led to higher standards. The headteacher successfully manages his time in both his headship and class teacher roles. The systems for checking and evaluating the impact of teaching and learning on pupils' academic achievement are good. The headteacher wisely draws upon the expertise of specialists from the local authority, where appropriate, in order to extend the expertise available. This leads to rigorous analysis of the school's strengths and weaknesses and clear identification of what needs to be achieved. The way the school works with parents, carers and agencies is very good and the involvement of these groups enhances pupils' learning. However, a few parents believe they could make even more impact if homework were set more consistently through the school. The inspection team agrees. Governors are well organised, provide good levels of support and are effective in the way they challenge the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
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

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

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

The quality of provision

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

¹ 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

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

As you know, I visited your school recently. I really enjoyed seeing you at work and play and talking with some of you. Thank you for being so welcoming. The school gives you a good education and really helps you learn.

These are some of the good things about your school:

- You make good progress and, by the time you leave, you reach high standards in reading, writing, mathematics and science.
- You really enjoy school and get on very well with each other.
- You behave extremely well and are a credit to your school.
- Good teaching makes sure you make good progress.
- You have really good opportunities to learn through visits, visitors and clubs.
- Teachers make sure you are cared for very well and you are kept safe.
- Mr Oakshott and your teachers are working hard to make the school even better.

Here are a few things we are asking the school to change:

- Improve your spelling, handwriting and punctuation.
- Make sure your work is never too easy.
- Make sure those of you in Reception have better opportunities for learning through play with a purpose.

You can help your teachers by making sure you improve your spelling, writing and punctuation.

Thank you again for your help and for being so friendly.