



# Kingsmoor Primary School

## Inspection Report

**Unique Reference Number** 123738  
**Local Authority** Somerset  
**Inspection number** 292767  
**Inspection date** 8 March 2007  
**Reporting inspector** Peter Clifton

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

<b>Type of school</b>	Primary	<b>School address</b>	Bawdrip
<b>School category</b>	Community		Bridgwater
<b>Age range of pupils</b>	4-11		TA7 8PY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01278 683371
<b>Number on roll (school)</b>	144	<b>Fax number</b>	01278 683962
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Harold Jones
		<b>Headteacher</b>	Michael Bird
<b>Date of previous school inspection</b>	1 January 2003		

<b>Age group</b> 4-11	<b>Inspection date</b> 8 March 2007	<b>Inspection number</b> 292767
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a smaller than average school with five classes. Situated in the small village of Bawdrip, most pupils attend from neighbouring villages or travel from the nearby town of Bridgwater. Pupils come into the school with a wide range of skills and abilities, which vary from year to year but, taken collectively, are broadly at the level expected. Nearly all pupils are White British. The proportion of pupils with learning difficulties is below average.

## **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. Most parents comment very favourably about the school and all that it offers. They think that support for those pupils with learning difficulties is good and comment that their children 'particularly enjoy the range of extra-curricular activities'. The care, guidance and support provided for their children are good and result in pupils' personal development and well-being also being good. Pupils like school and think that behaviour is very good and that they get on well together. One pupil commented, 'We are all like one big family; everyone helps out.' Parents and pupils are right. Standards are above average and pupils' achievement is good. Overall provision in Reception is satisfactory and standards are average. Children settle quickly and their social development is good. Pupils make good gains in mathematics to reach above average standards by the end of Year 2 and standards in reading and writing are broadly average. However, pupils' writing skills are not sufficiently well developed and there are too few pupils reaching the higher Level 3. By Year 6, more capable pupils have achieved very well and a large proportion reach higher levels in English, mathematics and science. The school exceeded its challenging targets. Pupils with learning difficulties or disabilities make good progress in relation to their starting points. Good teaching is the main reason for pupils doing well academically. Teachers create a positive atmosphere for learning and know their subjects well. At its best, the interaction between the teacher and pupils is excellent and pupils' enjoyment and attitudes to learning outstanding. In the older classes, targetsetting is very well established and pupils talk confidently about areas that they need to improve or what they are trying to achieve. This is because teachers are clear about the objectives for their lessons and regularly explore these with the pupils. Pupils have good opportunities to evaluate their own work and have individual targets to reach. Target-setting is less well developed with younger pupils and, as a result, they are not clear about how to improve aspects of their work. Overall the curriculum is good. There are good opportunities for pupils to apply their skills in mathematics. After-school clubs offer a wide range of activities and are well attended. Provision in Reception is satisfactory. In Years 1 and 2 there are too few opportunities for pupils to write at length. Good leadership and management have resulted in the school developing well in recent years. Pupils have a strong voice in the school through 'Kingsmoor scholars' which enables seven different pupils to meet the headteacher and chair of governors each week. Pupils value these meetings highly and look forward to having their say.

### What the school should do to improve further

- Improve opportunities for pupils to write at length and in different subjects in Years 1 and 2.
- Improve target-setting and the involvement of pupils in assessing their own work by disseminating the good practice in some classes across the whole school.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress to reach above average standards. Pupils with learning difficulties and disabilities achieve well because of the good individual support provided, particularly by teaching assistants. Children make satisfactory progress through Reception. The results of the Year 2 national tests in 2006 were average. Results in mathematics were above average but those in reading and writing were average, with reading standards being higher than those in writing. Pupils make good progress in mathematics and satisfactory progress in writing. Year 6 test results have been above average for the past two years. The above average results in English in 2006 showed improvement since 2005. Standards were above average in science and well above average in mathematics. Pupils' achievement in mathematics is particularly good because they have well developed skills in investigation and problem-solving, resulting from high quality teaching. Writing skills are improving because older pupils are clear about what they need to do to improve their work.

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

### **Grade: 2**

Pupils say that they like their lessons and their teachers and they feel very safe in school. They clearly enjoy school and want to do well. During the inspection, pupils participated with great enthusiasm in the singing and drama club. Relationships throughout the school are good and pupils grow considerably in confidence and maturity as they move through the school. Their behaviour in lessons is good and sometimes outstanding. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good. Pupils take on responsibilities willingly and are very considerate towards each other. They value the different opportunities provided to find out about other cultures such as the visit of the choir from a Kenyan school. Pupils take on responsibilities to help keep the school clean and tidy. Pupils have a good understanding of the consequences of lack of exercise and of an unhealthy diet. They regularly drink water and eat healthy snacks at playtimes. Pupils participate well in extra sporting opportunities provided after school and particularly enjoy swimming. At lunchtimes, they play chasing games or practise skills on the climbing wall, with a good awareness of keeping themselves safe. Pupils say that incidents of inappropriate behaviour are very rare and they are confident about asking for help if they are ever worried. Good basic skills in English and mathematics and an understanding of the benefits of working together prepare them well for their next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers use a good range of strategies to help pupils to reason and explain their thinking. Pupils respond well and they are keen to share their ideas with each other or with the class as a whole. Teaching assistants make a valuable contribution, supporting pupils in lessons and separate groups of pupils. Teachers know their subjects well and use this particularly well in teaching mathematical investigation and problem-solving. Vocabulary is introduced carefully and, in literacy, pupils' answers often include adventurous and interesting words. Pupils' learning is well organised and time in class used fully. Work is usually well matched to pupils' specific needs and abilities. However, on a few occasions, tasks are not sufficiently challenging and pupils are not moved on to new work quickly enough.

### Curriculum and other activities

#### Grade: 2

The curriculum serves the needs of different pupils well and has particular strengths in Years 3 to 6 where links between different subjects are strong. Curricular provision in the Foundation Stage suitably covers the early learning goals. The reception outdoor area is used regularly but is not sufficiently well developed to create interest and inspire the children. Art features strongly throughout the school and pupils' work is celebrated well. Multicultural aspects are developing well. Older pupils develop their literacy well in different subjects. For example they write projects and accounts in history and geography. However, younger pupils have insufficient opportunities to write at length, filling in worksheets on too many occasions. Arrangements for teaching science in single age groups are helping to improve standards. Scientific investigation is well covered and provides good opportunities for the pupils to record findings and evaluate results. Enrichment of the curriculum through visits and visitors coming into the school is good. After-school clubs offer a wide range of activities and are well attended. They provide good opportunities, such as specialist sports coaching, for pupils to extend their skills.

### Care, guidance and support

#### Grade: 2

The school has a very warm, friendly and welcoming atmosphere. Pupils feel very safe because they know that any concerns they may have will be listened to by staff and that adults can be approached to sort out any difficulties. Older pupils are very mature and confident because they are trusted. Regular meetings with the headteacher and chair of governors give all pupils very good opportunities to express their views or concerns. Child protection procedures are thorough and the school monitors attendance carefully. Older pupils have a very good understanding of their targets. They use these to improve their work. In writing, for example, pupils look at each other's work to

identify good work and teachers identify areas for improvement. However, this good practice is not embedded throughout the school and younger pupils are not so clear about how to improve their writing or other aspects of their work.

## **Leadership and management**

### **Grade: 2**

The headteacher has established an experienced team of teachers and teaching assistants who work well together to provide clear educational direction for the school. There is a shared commitment to improvement and the school accurately judges how well it is doing. This has resulted in improving standards in English, mathematics and science. Standards have improved since the time of the previous inspection and there is good capacity for the school to become even more effective. Coordinators in English and mathematics are very clear about what needs to be improved and have the support of headteacher and governors to make changes. An initiative to help parents become more involved in helping their children to read was particularly successful. Strategies to develop speaking and listening are also achieving positive results. Governors are well led. They are very knowledgeable about strengths and weaknesses in the school and are pushing hard for the school to do even better. They question strongly and monitor improvements effectively.

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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?	2
The quality and standards in the Foundation Stage	3
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	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

<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	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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>	2

<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**

- Thank you for our very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes, and were very impressed with how open and friendly you were. You gave us a lot of valuable information and this was a great help to us. We think your school gives you a good quality of education which enables you to reach above average standards and make good progress. What we most liked about your school:
- Your good behaviour and attitudes and how well you get on with each other.
- How adults care for you well and make sure you are safe.
- The work of the headteacher and governors to help the school improve.
- The progress you make, particularly in the classes with older pupils.
- Clubs and visits, which are particularly enjoyable and make learning fun.
- Good teaching, which is helping you to learn well. What we have asked your headteacher and others to work on:
  - making sure that, in Years 1 and 2, you have good opportunities to write at length and use your writing skills well in different subjects.
  - making sure that you all know your targets and have a good understanding of how to reach them.