

# Kingskerswell Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113398
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311251
<b>Inspection date</b>	10 July 2008
<b>Reporting inspector</b>	Joyce Cox

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Leonard
<b>Headteacher</b>	Gareth Thomas
<b>Date of previous school inspection</b>	24 March 2003
<b>School address</b>	Coffinswell Lane Kingskerswell Newton Abbot TQ12 5HN
<b>Telephone number</b>	01803 873398
<b>Fax number</b>	01803 875826

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the effectiveness of the school's procedures to track pupils' progress and how this information is used to determine actions taken to raise standards in writing and mathematics; the effectiveness of the school's self-evaluation and monitoring procedures at all levels in determining areas for improvement, and the success of actions taken to address these; and the key elements that contribute to the strengths of pupils' personal development and well-being. Evidence was gathered from the school's self-evaluation, the school's assessment records, observation of the school at work, discussions with pupils, staff, parents and governors, and analysis of parental questionnaires. All classrooms were visited. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

## Description of the school

In this slightly above average-sized school, the percentage of pupils with learning difficulties and/or disabilities is below the national average, but the number of pupils with a statement of special educational needs is above the national average. The main needs are communication and physical difficulties.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Kingskerswell C of E Primary School provides a good education for its pupils in a stimulating learning environment which fully reflects the Christian ethos of the school. One of the key reasons for the school's many successes is that the headteacher and the senior leadership team are committed totally to school improvement and to raising pupils' attainment and achievement. Virtually all the parents are very pleased with the quality of education and care. One parent, summing up the views of many, wrote, 'This is a very good primary school and my child is very happy there. I have always found the staff approachable and the headteacher always has time for the parents.'

This is a school where every pupil is valued, everything is done to include them in all activities and they are made to feel special. Children in the Foundation Stage make good progress from starting points which are broadly similar to those expected for their age when they enter the school, although their writing skills and their ability to link sounds and letters are often lower. They attain slightly above the expected standards for children of this age by time they enter Year 1. Good achievement continues as pupils move up the school, so that they reach challenging targets by the end of Year 6 and attain above average standards in English, mathematics and science. Standards are slightly lower in mathematics, primarily because fewer pupils attain the higher Level 5. Nevertheless, these standards represent especially good progress and achievement for pupils with communication and/or physical difficulties, who receive excellent support with their learning. A recent successful focus on improving pupils' writing skills has resulted in higher standards throughout the school. A fundamental reason why pupils achieve well is due to the good quality of teaching. Staff ensure that pupils enjoy their work and classrooms are happy, attractive and productive places. There are impressive strengths in the high calibre displays, the skilful way pupils are involved in their learning and staff's high expectations of pupils' work and behaviour. The team of teaching assistants provides talented and highly competent support to teachers and pupils.

Outstanding procedures for tracking pupils' academic development are enhanced significantly by the fact that pupils have a good knowledge of their own targets in literacy. They are not quite so sure of their numeracy targets. Pupils are very clear about what they are to learn in lessons and older pupils are developing a good understanding of what they need to have achieved by the end of a lesson. Teachers' marking is good and clearly tells pupils how they can improve their work. Relationships and pupils' behaviour are exemplary and, consequently, pupils are motivated and learn well. Pupils are understandably very proud of their school and their teachers, saying such things as, 'Teachers teach us really well, our lessons are fun and we learn a lot.'

Pupils say they love school, and this is reflected in their good attendance. They get on extremely well together and really enjoy taking responsibility for helping to run the school. They are very keen to be school councillors and are currently involved in an Eco project to promote recycling, and are also trying to raise enough money to have a school built in Africa. Older pupils also competently organise playground games for infant children at lunchtimes. The council have been very involved with the highly successful parents' association in improving the outdoor area. Pupils' spiritual, moral, social and cultural development is excellent and lies at the heart of the school's work. Pupils' good skills in literacy, numeracy and information and communication technology (ICT) and excellent personal development prepare them well for later life and learning. However, success in national tests has not compromised the wider curriculum, which

is good. It is effective and relevant in meeting pupils' diverse needs, aspirations and capabilities. Imaginative links between subjects make learning practical, relevant, challenging and exciting. Good improvement has been made to the provision for ICT, which is now used skilfully in all lessons by staff and pupils to extend learning. There are outstanding opportunities for pupils to work collaboratively in the wide range of exciting enrichment activities. These include residential trips for Year 4, 5 and 6 pupils, drama productions, chess, computer, football and journalist clubs and a recent much enjoyed Shakespeare day.

Pupils' personal development is excellent because the care, support and guidance provided by the school are outstanding. Pupils have an excellent awareness of, and commitment to, personal safety and healthy and active lifestyles. They speak proudly of their recently acquired Devon Healthy Schools award. Good links with a wide range of outside agencies, nearby schools and parents ensure good support to further the pupils' academic and personal well-being.

Staff and governors share senior leaders' positive approach and enthusiasm. Governance is good. Strong leadership and management are evident in rigorous and accurate evaluation of every aspect of the school's performance, which leads to considered and effective action. Teamwork is very strong. There has been good improvement since the last inspection. Consequently, the school demonstrates a good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children have many opportunities to explore, investigate and discover together. Staff plan an interesting and exciting range of activities. However, the outdoor areas, which have been improved significantly since the last inspection, are not quite as exciting for the children as the indoor classrooms. Children's spoken language develops well as adults are readily at hand to extend and develop children's learning. Staff work as an effective team and have good knowledge and understanding of the personal and learning needs of young children. This ensures that children make good progress in their personal, social and emotional development and in their general well-being. The introduction of regular, focused sessions to help children learn their letters and sounds is improving their progress in early reading and writing skills considerably.

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

- Make sure more able pupils are challenged to reach higher levels in mathematics and ensure all pupils are aware of their numeracy targets.

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**Annex A**

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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	1

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

11 July 2008

Dear Pupils

Inspection of Kingskerswell C of E Primary, Newton Abbot TQ12 5HN

You will probably remember that I visited your school not too long ago and I am writing to let you know what I found out. Before I do, I would like to thank you for the warm welcome you gave me. You are all extremely polite and friendly and very helpful. A special thank you to the two Year 6 pupils who did a brilliant job of showing me around the school.

I agree with you and your parents that you go to a good school. The quality of teaching is good and the staff make learning fun and enjoyable so that you all achieve well and reach above average standards in your work. You have an excellent understanding of how to keep fit and healthy. You are really well cared for at school and you receive good support in your learning and excellent support in your personal development. Another strength is the effective way in which the headteacher and the senior leadership team lead the school and make sure it is a welcoming, happy and successful community. You, yourselves, are a huge credit to the school with your excellent behaviour, your hard work, your contribution to school life and the mature way in which you care for each other. I particularly enjoyed looking at the attractive displays of your work and was impressed by your skilfully made 'Bags for Life', your Clarice Cliff artwork and your stunning Egyptian jewellery.

The headteacher and the leadership team have many good ideas to make the school even better. I agree with their plans and also feel it would be helpful if senior leaders made sure that you do as well in mathematics as you do in English and science. It would also be good if you all knew your numeracy targets as well as you do your literacy ones. The headteacher and all the staff want the school to continue to improve. Having met you, I am sure you will play your part as well by continuing to work hard and by keeping up your excellent standards of behaviour.

I wish you every success in the future. Yours sincerely

Joyce Cox Lead inspector