

Kingswood Primary School

Inspection report

Unique Reference Number	115529
Local Authority	Gloucestershire [115529]
Inspection number	311963
Inspection dates	11–12 December 2007
Reporting inspector	Mo Roberts HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	111
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Carol Brodie
Date of previous school inspection	22 September 2003
School address	Abbey Street Kingswood Wotton-under-Edge GL12 8RN
Telephone number	01453 842197
Fax number	01453 842197

Age group	4-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a small school. The school roll is buoyant and new pupils often arrive towards the end of their primary education. The school serves the village and reflects the local population, which is mainly White British. Most pupils enter with standards at those expected for their age. Few pupils receive free school meals, but families are from right across society. The proportion of pupils with learning difficulties or disabilities is relatively high and includes two children with statements of special educational need. The school has silver 'Artsmark', 'Healthy School' status and it has qualified for Investor in People accreditation for the last ten years. It also has an International Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kingswood Primary School provides a good education and outstanding opportunities for pupils' personal development. Parents are strong partners with the school. They said unanimously, in the school's own consultation with them, that their children are happy, and enjoy learning. One parent's response to the inspection questionnaire captures the central feature of the school well, writing, 'The school does the best possible for the individual child – each child is known and catered for...'

Throughout the school, a high priority is placed on the development of social skills and cooperative endeavour. Pupils gain in confidence and self-esteem. This was clearly evident during the excellent school production seen during the inspection. The school's strong international links ensure pupils are aware of the wider world and they undertake many projects to help others who are less fortunate. Pupils' spiritual, moral, social and cultural development is outstanding. Behaviour is exemplary because pupils are thoughtful towards each other and are busy and interested in what they are doing.

Children have a strong start in the Reception Year as the provision for them is stimulating. This progress is built on well in the Year 1 and 2 class, with the result that standards are at, or above, average in all but writing by the end of Year 2. Although standards remain high when pupils reach the end of Year 6, the pupils' rate of progress is not quite as consistently good in Years 3 and 4.

Pupils achieve well because all teaching is at least satisfactory and most is very good. Teaching is generally characterised by well planned lessons with high expectations of all pupils. Personal targets for learning are carefully set and pupils are keen to try to reach them, so they progress well. Where teaching is satisfactory, it is because some pupils' targets lack precision despite the determined efforts of the able curriculum leaders to support this work. The curriculum has improved since the last inspection and is developing rapidly. It includes two modern foreign languages. Pupils have fun and enjoy what the school offers, so their attendance rate is high. The changes in the curriculum are beginning to have a positive effect on the pupils' enthusiasm for writing, but there is still more to be done to raise the technical accuracy of the work.

Pupils are fit and healthy and know how to keep safe in and out of school. The school council and the class councils give pupils exceptional opportunities to give their points of view on school matters. The home school link books are helpful tools in pupils' learning and show where homework can support class work. Leadership and management are good. The school's self-evaluation process is thorough and results in detailed plans to deal with all identified weaknesses. The school has made good progress since the last inspection, despite all the staff changes. It has a good capacity to build on its many strengths and improve further. The governors offer invaluable support and challenge to the school.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is good. Sessions are vibrant and exciting. As a result, the children make a strong start to their education with almost all children reaching the standards expected at the end of the Reception Year and some exceeding them. Learning activities match children's needs in an attractive and well organised classroom that enables children to make many independent choices. Teaching is consistently good. Children settle in well owing to the good

links the school has with families and the local pre-school group. Parents feel children have already learned a lot since they started in September. Reception provision is well led and managed, with the teacher and teaching assistant working well as a team. They ensure children have plenty of variety and choice. Staff have correctly identified the need to develop the outdoor provision to support those younger children who need even more access to robust play. Imaginative role play is a strong part of the provision and this encourages pupils to take risks in their writing. The role play is currently a busy postal sorting office for the all the school's Christmas letters!

What the school should do to improve further

- Give particular attention to ensuring the rate of pupils' individual progress is maintained in Years 3 and 4.
- Bring writing up to the high standards reached in other subjects.

Achievement and standards

Grade: 2

Children starting school in Reception mostly have skills and abilities that are in line with those expected for their age, although a few have weaker social skills. This varies from year to year. Children become increasingly independent. The small group of Year 1 children in the Reception class progress well and are a good example to the younger children. Pupils continue to make at least satisfactory and often good progress in the Year 1/2 class. They achieve standards that reflect their ability, including a good proportion who reach higher than average levels in mathematics and reading. Writing standards dipped below the national average in the last two years but, in 2007, they were nearer to the expected standard because the school identified and began to tackle the issue. Pupils make steady progress in Years 3 and 4 and then they improve more rapidly in Years 5 and 6. By the time they leave the school in Year 6, pupils have reached above average standards for the last two years. Because of the small numbers in some year groups, published averages do not always tell the full story of the significant improvements some individuals make. Pupils with learning difficulties make good progress overall and mostly reach their well designed targets.

Personal development and well-being

Grade: 1

Pupils make outstanding progress in their personal development. They are justifiably proud of their school, enjoying and appreciating what it offers in a mature and reflective manner. Their attendance is above average. Older pupils thrive on taking on extra responsibilities, such as being peer mediators and play leaders in the playground. They have very sensible attitudes to health issues and enjoy the healthy school lunches and plenty of physical exercise. Pupils are enthusiastic participants in a good range of sports, music and other clubs and are always willing to try new things. In school, all older pupils explore dance and their production showed how well they develop control over their movement, as well as their musical appreciation. Pupils say they feel safe and well cared for by the adults and older pupils. The low incidence of bullying is dealt with promptly. Pupils develop an excellent range of personal skills through their roles in the class and school councils, and in working in mixed year groups. This, together with their good basic skills, including information and communication technology, set them up very well for their future learning and economic well-being. They make an excellent contribution to the community through their charity work.

Quality of provision

Teaching and learning

Grade: 2

Pupils have positive attitudes to learning and generally make good progress because of the very good teaching they receive. They enjoy the carefully planned activities on offer. Teachers ensure pupils are busy and working hard despite the challenges of dealing with large mixed age classes. Most teachers plan for different learning needs well and challenge pupils effectively. A minority of pupils in early Key Stage 2 could do more if they were clearer about their personal targets and what steps they need to take to improve. Teachers work well with teaching assistants, who know how to support and guide pupils appropriately. Teachers assess pupils' work carefully and pupils find the coloured marking system helpful in almost all classes. There is, however, some inconsistency in its use. Modern interactive technology is used to good effect and really stimulates pupils' enthusiasm for learning, as was seen when pupils viewed web coverage of a film première. A suitable range of new strategies is employed to encourage pupils to write more extensively, but pupils' punctuation and spelling require further improvement.

Curriculum and other activities

Grade: 2

The curriculum motivates pupils and meets their needs. Visiting specialists teach French, German, physical education and music. Cross-curricular learning projects have increased the breadth and relevance of what is offered. Good use is made of visits to places like the Roman Baths and Oxford's museums and botanical garden. These ensure all pupils extend their horizons. They not only excite pupils' interest in learning but also help personal development and confidence so pupils can become lifelong learners. Pupils benefit from a residential experience. They gain good insight from the visits of pupils from schools in four European countries. There are also links with an African school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The care and concern shown to pupils help them to feel confident and to learn well. Parents say that new pupils settle easily. Arrangements for child protection are robust. Pupils know whom they can turn to for advice or help. There are effective systems to ensure pupils' health and safety. Staff, including the lunchtime supervisors, give pupils clear guidance and the school's golden rules are fairly enforced. Pupils' achievements are duly celebrated and they are active participants in their class circle discussions about personal, health and social matters. Teachers help pupils understand how to improve their work through clear review sessions at the end of lessons. However, marking does not always consistently follow the agreed policy, so some pupils are not clear about how to improve. Provision for pupils with learning difficulties is good and the school seeks advice and support to meet individual needs, although these are sometimes slower in coming than the school would wish.

Leadership and management

Grade: 2

The school is very well led and managed. The headteacher has a strong sense of purpose and high aspirations for the school. Staff share management responsibilities appropriately. The school gives good value for money. Governance is good. Governors have regular contact with the school and are well informed. They are fully involved in the school's evaluation and development planning. Recently they have worked successfully with senior management to lead the school through some instability in staffing. The school has a thorough set of data, tracking pupils' progress. Curriculum leaders and the headteacher know where further support and intervention are required to ensure all pupils meet their potential. Staff set challenging academic targets for the school as a whole and work hard to help pupils to meet them. The shared purpose and determination of the staff and governors ensure standards are maintained despite the higher than expected number of new arrivals who come late in their primary schooling. The school values all of its pupils.

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

Annex A

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 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

13 December 2007

Dear Pupils

Inspection of Kingswood Primary School, Kingswood GL128RN

Thank you for making me so welcome when I visited your school. I was delighted to see how hard you all work and how you grow up to be so thoughtful and sensible. I agree with you that you go to a good school. Your teachers teach you well and your headteacher works very hard with the staff and governors to see you have appropriate work to do. The Moses production showed me how well you cooperate and work together. It was excellent - especially the attention the dancers gave to their movements.

I enjoyed hearing about the trip to Bath, how you entertained your foreign visitors, and about the various clubs you have after school. Thank you to those of you that showed me your writing and home school link books. I can see that you are trying hard in your learning in all subjects and reach good standards.

In order to help you improve even more, I have asked your teachers to keep developing your writing. Try to learn your spellings and remember the correct punctuation! I have also asked teachers to make sure that all the targets in Years 3 and 4 are at the appropriate level so you can keep up the pace of your work.

Well done to the school council who helps make sure everyone's view is represented when it holds its meetings. Your new playground equipment is lovely. I think your behaviour is extremely good. You listened very attentively to the Nativity re-enactment.

I hope the Reception class pupils manage to deliver all the Christmas post and that you all have a lovely Christmas.

Best wishes.

Mo Roberts Her Majesty's Inspector



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