

# Kings Copse Primary School

## Inspection report

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<b>Unique Reference Number</b>	116060
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312165
<b>Inspection date</b>	16 May 2008
<b>Reporting inspector</b>	Beryl Richmond

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Dorrington
<b>Headteacher</b>	Mrs Esther Jones
<b>Date of previous school inspection</b>	4 May 2004
<b>School address</b>	Kings Copse Road Hedge End Southampton SO30 0PQ
<b>Telephone number</b>	01489 785040
<b>Fax number</b>	01489 785040

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Pupils' achievement in English, mathematics and science.
- The quality of teaching and learning and the school's curricula for English, mathematics and science.
- The effectiveness of school leaders in addressing underachievement.

Evidence was gathered from the examination of school documentation, discussions with pupils, school staff and a governor, and observations of some lessons and other school activities. The inspector took account of parents' views expressed in questionnaires. 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 were not accurate, and these have been included where appropriate in this report.

## Description of the school

Kings Copse is a small school. About half of pupils do not live in the immediate area. An above average proportion of pupils have learning difficulties and disabilities. The proportion is much higher in Key Stage 1 than in the other key stages. Pupils' needs include behavioural and learning difficulties, social and emotional needs, physical disabilities and dyslexia. Most pupils are of White British heritage and few pupils are learning English as an additional language, none of whom are at an early stage of learning English. The school does not have a kitchen and some parents whose children are entitled to free school meals opt not to apply for packed lunches supplied from another primary school. This means that the very small minority who take up free school meals does not reflect what would be the true take up. In June 2008, the school will move into a new building on the same site, which will have a kitchen and school dinners will be provided. A resourced provision for pupils with visual impairment will also open to serve the wider community.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

As one parent said, 'This is a school that gives every child a chance in life'. Parents and pupils are rightly proud of Kings Copse because it is a good school. The headteacher and the committed staff team ensure that the care and welfare of every child are at the heart of the school's work. Pupils make good progress in learning basic skills and enjoy a rich range of experiences. Parents value the education that the school provides for their children and are very supportive in many ways, including through raising substantial funds towards the development of the outside area of the new school building. Pupils' personal development and well-being are good. Pupils are friendly, polite and confident and as another parent commented '...have a very supportive attitude towards each other academically and socially'. Pupils feel safe and thrive in the school's encouraging environment. They understand what they need to do to stay healthy. Pupils say that they enjoy school and this is also evident in their good attendance.

Pupils achieve well throughout the school in relation to their different starting points. Although there is a wide range of abilities, children join the school in the Foundation Stage from an overall below average starting point. This is because their language for communication and thinking, writing, knowledge of how to link sounds and letters and calculating skills are below the levels expected for their age. The school has recently improved the teaching of sounds and letters and the tracking of children's progress and consequently children are now making good progress in the Foundation Stage. In the rest of the school, current assessments show that pupils are making good progress and are on track to meet challenging targets by the time they leave in Year 6. This year a higher proportion of pupils are on track in Years 2 and 6 to attain the higher levels in English, mathematics and science. National tests last year show that standards were in line with the national average and they are improving. Pupils' progress is tracked rigorously and support is provided to ensure that pupils make at least expected rates of progress. Pupils with moderate learning difficulties make good progress because of the effective support that they receive, including from learning support assistants. Although they receive good personal support, a few pupils with social, emotional and behavioural difficulties, do not always achieve their full academic potential. By the time pupils leave the school, they are well prepared for the next stage of learning in secondary school.

Pupils achieve well because of good teaching and their enthusiasm for learning. Lessons are stimulating and consequently engage learners. Adults enjoy very good relationships with pupils and so classrooms are harmonious places for learning. Pupils respond well whenever they have the opportunity to develop and discuss their own ideas. For example, Year 6 pupils sequenced events over the last eighty years in a history lesson and discussed evidence from photographs to justify their decisions. The school recognises the need to maintain good pace in lessons to allow effective learning to take place. Marking is good and pupils say that they find it very helpful because teachers show them how to improve. Consequently, most pupils know their targets for reading, writing and mathematics. Teachers refer to these targets in lessons, they are displayed well and are expressed in language that is meaningful to the pupils. Pupils, particularly in Year 6, value their targets and opportunities for sharing these with their teacher and their parents. They feel strongly that this has helped them to learn effectively. However, some pupils are still learning how to assess how well they are progressing against their targets.

The good curriculum has been improved recently by the introduction of more opportunities for meaningful writing in other subjects, particularly to stimulate boys' interest. Children are learning handwriting skills from the Reception year. Consequently, they are more confident

writers by the time they start Year 1 and are therefore able to write more extensively. Many more paired reading opportunities are available to pupils and parents have been very supportive in this regard. Focussed support programmes are provided for pupils with learning difficulties and more able pupils are provided with extra challenge through extended group work. The quality of mathematical tasks has been improved and a strong focus on learning mathematical vocabulary has led to improved progress, particularly by the end of Year 6. Problem solving has been a focus, together with encouraging pupils to use jottings more extensively when calculating. The science curriculum has a strong focus on developing investigative skills and consequently pupils enjoy practical tasks and make good progress. Because of the limitations of the present site, there are not wide range opportunities for outdoor learning, particularly in the Foundation Stage. Pupils make a good contribution to their own community through, for example, the school council and actively support a range of charities.

The headteacher has led the school successfully for a number of years and is highly respected by pupils, parents, staff and governors. The leadership team has a good understanding of the school's strengths and has put in place effective strategies for improvement where weaknesses are identified. For example, boys' progress in reading and writing in Key Stage 1 has improved and pupils' progress in mathematics by the end of Year 6 is now more in line with English and science. Governors are committed and knowledgeable and offer good support and challenge to school leaders. The school has good capacity for improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The school establishes good relationships with parents and children because of its effective induction procedures, which include home visits, workshops and opportunities to visit the class before the children start school. The children's standards are close to those expected for their age when they leave the Reception class and consequently they have made good progress from overall below average starting points. Children are provided with interesting activities, with a strong focus on language development. The school recognises that the outdoor learning opportunities are not fully developed, particularly in terms of giving children opportunities for gross motor development. This is partly because of some physical difficulties with the present site but the school plans to resolve this when the children move to the new building. Children have opportunities to develop independence through activities like 'Plan, do and review' and also benefit from focussed sessions where the teacher challenges their understanding through good questioning. The Foundation Stage is well led and managed. Pupils' progress is tracked well.

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

- Improve opportunities for pupils to assess their own learning so that they can achieve even more.
- Make better use of the outdoor environment, particularly in the Foundation Stage, to make the curriculum even more practical and stimulating.

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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	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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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

<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

29 May 2008

Dear Pupils

Inspection of Kings Copse Primary School, Southampton, SO30 0PQ

Thank you very much for your help when I visited your school recently. I really enjoyed my day with you and was very impressed by your friendliness and good manners. I think that your school is good and that you are achieving well. This is because your teachers and learning support assistants teach you well but also because you attend school regularly and work hard. I was impressed by your good behaviour and enthusiasm for learning. Your parents are rightly very pleased with your school and are very supportive in many ways, including through fund raising for the new outdoor area of your new school building. The school looks after you very well and helps you to develop as healthy, thoughtful and caring young people. You get off to a good start in the Foundation Stage and make good progress as you move through the school. You are well prepared for moving on to secondary school. Teachers check on your progress well, so that if you need some extra help to enable you to do as well as possible, it is provided.

Your headteacher leads your school well. The staff work together as an effective team to do their very best to provide you with a good education.

I have asked the school to provide you with more opportunities to check your own progress so that you can achieve even more. Also, I have asked the teachers, particularly in the Foundation Stage, to plan more outdoor activities so that you can make the very best use of your outdoor school site to help you learn.

Good luck with the move to the new school building. I would like to send you my very best wishes for your future success.

Yours sincerely

Beryl Richmond

Lead Inspector