

Charles Kingsley's Church of England Primary School

Inspection report

Unique Reference Number	116357
Local Authority	Hampshire
Inspection number	312274
Inspection date	20 March 2008
Reporting inspector	Michael Pye

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	214
Appropriate authority	The governing body
Chair	Ms Leone Brown
Headteacher	Ms Zoe Lundy
Date of previous school inspection	12 January 2004
School address	Glaston Hill Road Eversley Hook RG27 0LX
Telephone number	01189 732187
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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 standards and achievement of pupils in writing, mathematics and science, particularly those of higher attainers
- the quality and impact of leadership
- the quality of academic support and guidance for pupils.

The inspector gathered evidence from an analysis of information and data about pupils' achievement provided by the school, observations of parts of lessons, scrutiny of parents' questionnaires and other documents, and discussions with the headteacher, other managers, and pupils. The inspector did not investigate other aspects of the school's work in detail, but found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These judgements have been included where appropriate in the report.

Description of the school

This average size primary school has below the average number of pupils with learning difficulties and disabilities, and well below the expected number of pupils with a statement of special educational need. These consist mainly of pupils with emotional and behavioural difficulties, dyslexia, or hearing impairment. A new senior leadership team, including the headteacher, is in place this year. The school has been nationally recognised through the Artmark Silver, Sportsmark and Thinking School awards. It is an Investors in People organisation.

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, in which the curriculum, pupils' personal development, and care guidance and support, are outstanding. Underpinning this success is the very clear direction provided by the headteacher and her senior managers, and the shared focus on improving standards. The school is outward looking; making use of an outstanding range of external partners to benefit the pupils. It is unafraid to set itself very challenging targets, and the excellent standards reflect the consistency of the school's success. There is an outstanding capacity to improve the school.

In 2007, pupils in Years 2 and 6 attained standards that were well above average. There were dips in the performance of mathematics and science in Key Stage 2, primarily as a result of some high attainers not achieving as well as they did in English. Typically, a thorough analysis took place and improvements introduced, for example, in how pupils' science vocabulary was reinforced. In both subjects, more emphasis on investigative approaches to learning has taken place. Such actions have had a positive impact. Currently, most pupils in Years 2 and 6 are on track to reach challenging targets and attain high standards. This constitutes good achievement for these pupils. Those with learning difficulties or disabilities attain exceptionally high standards. This is because the school tracks their progress extremely carefully and develops very carefully prepared individual learning plans. Consequently, many achieve very well. Provision for gifted and talented pupils is recognised in teacher's planning, but the school is aware of the need to challenge them more through the development of individual learning programmes.

Pupils' adopt extremely positive attitudes to school, behave extremely well, and clearly understand the school's emphasis on values such as mutual respect. They thoroughly enjoy their learning. One girl said, 'I really enjoy when the work is hard, it challenges us'. Pupils have an excellent understanding of how to keep safe. The school provides many opportunities to promote such messages, for example, the visit by the local quarryman. Pupils respond well to responsibility. Their contribution to the community is outstanding, whether as school councillors, or a 'connecting classroom' team member. The latter are currently working on how to entertain visitors from the African link schools. Such teamwork, together with entrepreneurial activities, such as Year 1 pupils making and selling cakes, help to ensure that pupils are extremely well prepared for future life. Whilst their knowledge of how to keep fit and healthy is good, more could be done to promote their understanding about healthy eating. Pupils benefit from high quality opportunities to reflect on current issues. In philosophy lessons, they speak knowledgeably about the danger of drugs, whilst in collective worship they respond well to some moving messages about caring and relationships. Their spiritual, moral, social and cultural education is outstanding.

Another reason for their enjoyment of school is the excellent curriculum. One parent wrote, 'What is also very pleasing is that my daughter has enjoyed such a broad curriculum, covering many subjects in addition to literacy, science and maths. Learning events are an especially good aspect of her learning, which we all enjoy.' These family learning events are very successful in ensuring that links are made between subjects. For example, Year 5 pupils studied Egyptian food, maps of the Nile, produced power-point presentations and made models of pyramids at home. Enhancement is excellent; pupils learn French, access a wide range of sporting opportunities, residential visits, such as the Tudor trip, competitions and visits to museums, and the local church. There is an excellent emphasis on presenting pupils with 'real' learning experiences. For example, when studying the Second World War, pupils use school log book

extracts to help them identify with pupils in the past who came to school in respirators during the 1939 'National Emergency', and the three evacuees who joined the school on the 1st October 1940.

Teaching is good, with some outstanding aspects. Relationships are extremely positive, and results in pupils wanting to be involved and to succeed. The pupils are successfully encouraged to be as independent as possible because teachers encourage them to take the lead in their learning. Very secure subject knowledge has brought, for example, success in improving guided reading opportunities. Good use is made of assessment to help plan work for pupils. However, teachers miss opportunities during lessons to remind pupils of what learning is expected of them as individuals.

Pupils feel safe and secure, and know who to approach if they have a problem. Parents agree, and feel they can approach the school readily. The school has successfully forged some outstanding links with parents through weekly newsletters, various workshops and the pupil-led learning reviews. Pupils with learning difficulties and disabilities are supported by some pro-active classroom assistants, and progress very well towards their personal targets. Pupils benefit very well from good marking and target setting, which helps ensure that pupils know the next steps in their learning.

Leadership and management are good. Responsibility is distributed well at the senior management levels. Evaluation procedures are well established, although there are some missed opportunities to identify benchmarks against which the success of initiatives can be measured. Very effective reviews of pupils' progress leads to the prompt identification of appropriate support. Leaders have high expectations, and these help ensure that evaluation is detailed and accurate. The impact of such an approach is demonstrated in the quality of teachers' analysis of pupils' progress. It is very detailed and includes the highly effective tracking of individuals and various groups, including any currently vulnerable pupils. The school recognises the need to distribute further responsibility for the Foundation subjects (subjects other than English, mathematics and science), so that, for example, more opportunities for them to support literacy and numeracy can be identified. Governors have a very secure knowledge of the school and provide outstanding governance.

Effectiveness of the Foundation Stage

Grade: 2

Children's entry levels into Reception vary year on year, from broadly average to above the expected levels for their age. There is, however, a pattern of weakness in some aspects of literacy and numeracy. The children make good progress, particularly in their personal development. They settle quickly, become confident learners and are able to apply their learning to different situations. For example, one boy showed his secure understanding of safety when cooking, by challenging the headteacher as she walked past their kitchen area. Also, as one Reception parent wrote, 'The buddy system where a Year 6 child befriends a Reception child works really well'. Teaching is good, and with the wide curriculum ensures that the children are very well prepared for Year 1. The children have good opportunities to make choices, but planning does not always show where work in the external area could reinforce individual children's learning.

What the school should do to improve further

- Continue to distribute more responsibility for pupils' progress and subject development to Foundation Subject leaders.

- Further challenge those pupils with gifts and talents through the development of individual education plans.

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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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

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?	1
How well are learners cared for, guided and supported?	1

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	1
How effectively leaders and managers use challenging targets to raise standards	1
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	1
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

02 April 2008

Dear Pupils

Inspection of Charles Kingsley's Church of England Primary School, Hook, RG27 0LX

Thank you very much for your welcome during my recent visit. You had much to say and I listened carefully. I agree with you and your parents that you go to a good school. I also feel that many things it does are outstanding, which means the school does them very well indeed.

You progress well and your work is of high quality, because you receive good and often outstanding teaching. You have very good attitudes and are prepared to work hard. You told me how much you enjoy school, saying that the lessons are 'fun', 'interesting' and that you 'enjoy a challenge'. You can help your teachers by telling them when you are finding the work too easy. The way the school encourages you to develop as young people is very impressive. You said you enjoy having responsibility, and well done to the school councillors for their work. They must have enjoyed interviewing the headteacher when she applied for the job!

You and your parents told me that the school cares for you very well. You said you feel safe and are able to concentrate on your work. You certainly have many good things to do during school. The Tudor trip sounds exciting, and your learning experiences help make very good links between subjects, whilst involving your families well. I especially liked the chances you have to think and talk about things that interest or worry you. The philosophy lessons look good and I liked very much your collective worship for Easter.

Your headteacher and the other adults in the school want things to get even better. I have asked them to do two things, parts of which they have already started. Firstly, to extend the responsibility of some subject leaders, and secondly, to produce individual learning programmes for those of you who have special gifts and talents.

Thank you again for your welcome and I wish you the best for the future.

Yours sincerely

Michael Pye

Lead Inspector