

Kingsdown and Ringwould CofE Primary School

Inspection report

Unique Reference Number	118690
Local Authority	Kent
Inspection number	313049
Inspection dates	4–5 June 2008
Reporting inspector	Jacqueline Marshall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	206
Appropriate authority	The governing body
Chair	Roger Walton
Headteacher	Janet Murray
Date of previous school inspection	2 March 2004
School address	Glen Road Kingsdown Deal CT14 8DD
Telephone number	01304 373734
Fax number	01304 389415

Age group	4-11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a popular, average sized school serving the two local villages as well as the wider surrounding area. Most pupils are of White British heritage. In 2007–8 the school gained the ICT Mark, the Healthy School award and the Active Mark.

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. It has several outstanding features and provides an effective education for all its pupils. The vast majority of parents agree. Pupils enjoy excellent relationships with all staff and they develop extremely well as individuals. They view their school as a place where 'everyone gets along'. They greatly appreciate the fact that this is a school where every child really does matter and adults are 'just the right mixture – not really, really nice and not really, really hard – they're fair'. Pastoral care is strong because everyone in the school works hard to make sure each child feels valued, secure, confident and ready to learn. This is a key feature in the pupils' extremely positive attitudes to learning and their exemplary behaviour, and is reflected in their outstanding personal development.

Pupils' learning is meaningful and lively because very effective links are made between curriculum areas. The outstanding curriculum has many strengths, in particular physical education (PE) and information and communication technology (ICT). Consequently, pupils greatly appreciate the breadth of their learning. This is another significant factor in pupils' extremely positive attitudes to their work. Whilst pupils have a good knowledge of western cultures and learn about other world cultures, their understanding of living in a multicultural Britain is less well developed.

As a result of the strong curriculum and good teaching throughout the school, all groups of pupils achieve well and by Year 6, standards are above average. Teachers make effective use of their good subject knowledge to provide an exciting and interesting curriculum that successfully motivates all pupils. As a result, pupils are keen to learn and leave visitors in no doubt about how much they really do enjoy being at school. Teachers regularly check how well pupils are doing. They use this information well to set appropriately challenging targets for pupils, to give additional support when needed and to plan lessons. However, there are some inconsistencies in teaching, which mean that pupils' progress is better in some lessons and year groups than in others. The school recognises this and it is working hard to raise the quality of all teaching to the level of the best. Standards have risen steadily across the school over recent years. Improvement has been largely due to the focused and clear vision of the headteacher and other senior leaders, including governors. They have successfully driven forward the good developments seen since the last inspection, such as in provision for ICT. This steady and sustained improvement demonstrates clearly that the school has a good capacity to make further progress. Increasingly, other leaders are developing their skills in checking teaching and learning to ensure the same high quality of provision across the school. Senior leaders use data effectively to check carefully how well the school is doing and to determine just what is needed to improve.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage provision is good. Effective procedures enable children to settle quickly into the routines of school life. Children behave extremely well and enjoy their learning. They benefit from good teaching overall, making most progress as a result of the class teacher's effective questioning to extend their understanding. However, when working with the children, other adults sometimes miss opportunities to allow children to talk about and share their own ideas. A good balance is struck between exciting teacher-led and pupil-initiated activities in and out of doors. When children start school, they have the expected levels of skill and

knowledge for their age, although aspects of mathematical development are stronger than other areas. Children make good progress in the Reception class and reach at least average standards by the end of their Reception year.

What the school should do to improve further

- Improve the quality and consistency of teaching and adult support so that it is always good or better.
- Raise pupils' understanding of what it means to live in a multicultural Britain.

Achievement and standards

Grade: 2

Across the school, pupils achieve well. The good start children make in the Foundation Stage is built on well in Years 1 and 2, and by the end of Year 2, standards are above the national average. Pupils' good progress continues throughout Years 3 to 6, and results are above average in English and mathematics and average in science in Year 6. The school's tracking shows pupils make good progress from their starting points in all subjects. The school sets challenging and demanding targets for pupils of all abilities, including pupils with learning difficulties and/or disabilities. Good teaching combined with effective assessment and tracking procedures are key factors in why these targets are met, and in some instances exceeded. Pupils' skills and levels of understanding are particularly high in PE and ICT.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development and well-being are shown in their exemplary behaviour, attitudes to work and genuine concern for each other. They quickly form valuable relationships with friends and grown-ups and develop an exceptionally good understanding of right and wrong, and of what is acceptable and unacceptable behaviour. These values and attitudes are fostered really well in the early years and set the pattern for the rest of their time at the school and beyond. Pupils make a good contribution to school life, for example through the school council, where they raise important questions and ideas that the school responds to well.

Pupils' spiritual, moral and social development is exceptionally good and is another key factor in their excellent behaviour and positive relationships. However, pupils' understanding of Britain as a multicultural society, and what it means to live here, is less strong. This is an area the school has identified as being in need of improvement. The importance of leading a healthy lifestyle is extremely well understood and demonstrated by pupils' high take up of the many sporting opportunities. The pupils' good progress in basic skills, in particular ICT, along with their developing skills as independent learners, provides a good foundation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

A feature of good teaching is the interest it generates, which means pupils find learning fun and develop very positive attitudes to their work. Throughout the school, pupils work well and classroom chatter is all about what they are learning. Teachers expect their pupils to work hard

and explain the work clearly to them. Skilled teaching assistants support pupils effectively, whether individually or in small groups, therefore ensuring they make the same good progress as other pupils. Overall, teachers plan work effectively to meet all pupils' needs. This is because they use assessment and pupils' targets well to plan activities that challenge pupils to make increasingly good progress. The quality of marking is good. Most teachers give constructive feedback that enables pupils to see how they can improve further.

Curriculum and other activities

Grade: 1

Considerable teacher subject knowledge and effective planning, particularly evident in PE and ICT as well as in English and mathematics, ensure that pupils have extremely broad learning experiences across all subjects. Good opportunities are provided for pupils to use their literacy, numeracy and ICT skills in other subjects, making learning relevant for them. This contributes considerably to their enjoyment of lessons and their good achievement. The curriculum is adapted well to meet the needs of different groups of pupils, ensuring all make the same good progress. A well-planned programme of personal, social and health education gives pupils a clear understanding of how to keep safe and healthy, and helps to promote pupils' outstanding personal development. A very wide range of well-attended extra-curricular activities add to the pupils' considerable enjoyment of school.

Care, guidance and support

Grade: 2

Considerable strengths lie in the pastoral care provided for pupils. This is a school in which pupils' individual needs are fully recognised and where their pastoral care is given a high priority. Procedures for safeguarding pupils, child protection, risk assessment and health and safety are all secure. Pupils feel extremely safe at school and explain that bullying is not a problem. Strong links with outside support agencies and parents add to the effectiveness of the school's very good systems to support pupils' social, emotional and academic needs.

Academic guidance is firmly focused on how pupils can make good progress. All pupils have individual targets. In most classes, these are used very effectively to ensure pupils know exactly what they need to do next to improve, a significant improvement since the last inspection. The school has begun to establish similar good assessment procedures in other subjects.

Leadership and management

Grade: 2

The headteacher leads and manages the school well. She and other senior leaders play a pivotal role in fostering the strong sense of team spirit, which is focused on making the school even better. Key to this is the effectiveness of the school's self-evaluation which, whilst sometimes underestimating the school's strengths, is firmly geared towards improving the school's performance. This includes, for example, providing additional support to staff to remove any inconsistencies in teaching and learning and ensure they are always of the highest quality. The school's priorities relating to challenging targets, the robust tracking of pupils' performance and the rigorous monitoring of teaching and learning are promoted well by the effective senior management team. Governance is good. Governors support the school well. They are playing

an increasingly effective role in questioning and evaluating the school's performance, although they recognise that there is still further to go to be fully effective in this role.

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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	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
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	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?	1
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

6 June 2008

Dear Pupils

Inspection of Kingsdown and Ringwoud CofE Primary School, Deal, CT14 8DD

Thank you for talking with us and showing us your work when we visited your school. We are pleased to hear that you really love school and that the grown-ups are very kind and look after you extremely well. We found that they are particularly good at helping you to get on well with each other. They also encourage you very well to lead really healthy lives.

Your teachers plan some very exciting activities for you and really try hard to make learning interesting in lots of subjects, for example PE and ICT, which result in you enjoying school so very much. All of this helps you to make good progress. There are plenty of things for you to take part in, such as the school council and all your many clubs and other activities, and you participate well in these. You are extremely polite to adults and to each other and behave exceptionally well in lessons and around school. You make everyone in your school feel very welcome and enjoy sharing with visitors just what you like about your lessons and your school.

Kingsdown and Ringwoud CofE Primary School is a good school. It is well led and managed, and the adults know what needs to be done to make it even better. In order to make your learning even better we have asked the adults at your school to:

- help you develop your understanding of just what it means to live in Britain with all its many different cultures
- ensure that all of your lessons are of the highest quality so that they really stretch you to do your very best at all times.

You can help by always remembering to use the advice your teachers give you to help you to get better. Thank you again for helping us with our work.

Yours sincerely

Mrs J Marshall Lead inspector

Annex B

6 June 2008

Dear Pupils

**Inspection of Kingsdown and Ringwould CofE Primary School, Deal, CT14
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Mrs J Marshall
Lead inspector