

Kings Lodge Primary School

Inspection report

Unique Reference Number	126287
Local Authority	Wiltshire
Inspection number	315475
Inspection date	18 March 2009
Reporting inspector	Liz Kounnou

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	379
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Beverley Smithers
Headteacher	Lynn Evans
Date of previous school inspection	27 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lodge Road Chippenham SN15 3SY
Telephone number	01249 444405
Fax number	01249 654124

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- How effectively the school promotes community cohesion.
- How effectively the school enables its pupils to be involved in assessing their own work, especially in mathematics.
- The children's level of attainment when they start school, and how well the curriculum in the Reception classes helps them to make progress.

The evidence was gathered from visits to lessons, analysis of information about pupils' progress and attainment, scrutiny of pupils' work in books and on display, discussions with staff, pupils and governors, and analysis of the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is larger than average. Children in the Early Years Foundation Stage are taught in two Reception classes. The proportion of pupils with learning difficulties and/or disabilities is a little lower than average. A small proportion of pupils are from minority ethnic backgrounds, and some of this group are also learning to speak English as an additional language. In 2008, the school regained Healthy School status, and the school also holds an Activemark. In addition, the school has an award for Early Education. There is a privately run after-school club on site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

King's Lodge is a good school, where all groups of pupils achieve well. Most parents are delighted with the school. They particularly appreciate the enthusiasm of the staff and the inspirational work their children do. They feel that the school makes every effort to work in partnership with them. 'The best decision we made,' wrote one.

Pupils are equally proud and pleased with their school. One parent underlined the fact that her child looked forward to going to school every day. Attendance levels are above average because pupils enjoy their lessons and feel they are valued at school. They are proud of the contributions they make. The school council took the initiative to write to both the nearby public house and supermarket to seek help in reducing litter around the school entrance. Each class has a special garden area that is currently being planted up with vegetables and plants, making healthy living come alive. Pupils' behaviour is outstanding because they respond very well to the trust they are shown. They live up to the expectations set out in the 'school bees', which include: be kind, be gentle and be a good learner. On the rare occasions when children forget these expectations, staff act promptly so that children feel safe from bullying and intimidation. They work safely in their lessons. Year 4 pupils behaved extremely sensibly when working with a wide array of exciting science resources whilst they explored how to dissolve a range of substances. This active approach to learning leads pupils to reach well above average levels in science. Pupils are learning good skills to help them in later life. House captains used information and communication technology to produce eye-catching leaflets explaining why they should be elected. English standards are well above average; about half the pupils reach the higher level by the time they leave the school. In mathematics, standards are above average.

Pupils' enjoyment is enhanced by a good curriculum with plenty of extra things to do. A dozen clubs are enthusiastically attended; some girls are so keen to practise their dance routines that they organise extra practice on their own at lunchtimes. Year 1 eagerly talk about their trip to a Victorian House, with for some the most exciting part being eating out! Music plays a significant part in the extra activities. Year 5 pupils were inspired to compose 'space music', using everyday materials for instruments. In this outstanding music lesson every pupil was passionate about the task. Good teaching all through the school lies behind pupils' success. Pupils are well informed about their learning in lessons, so that they judge how well they are doing. Careful attention is paid to ensure that pupils of all abilities are challenged in their learning. Pupils are good at working together and sharing ideas. Nonetheless, they are not always asked to make contributions in lessons, and occasionally this slows the pace of learning, particularly at the start of lessons, when pupils have fewer opportunities to talk about the learning taking place.

Aspects of the good leadership and management are outstanding. The reflective work of the governing body is exemplary, so that parents comment on their hard work and the contribution they make to school improvement. Staff and governors are successful in seeking ways to raise standards even further, so that the capacity for improvement is good. The headteacher is at the forefront of the inclusive approach. With great determination she has encouraged others to tackle the areas for improvement identified by thorough processes for evaluating how well the school is doing. Although mathematics standards are above average, pupils do not do quite as well in this subject as they do in English. Pupils do not always have enough opportunities to think about mathematical concepts and how they can be used in real-life situations. School leaders are tackling this well. New developments have introduced 'maths passports', which the

pupils love. These passports provide very clear guidance for pupils, as they set out what the pupils need to learn to reach the next level in mathematics. They are making a significant contribution to pupils' ability to judge their own success.

The caring approach is another area that parents value. The school ensures that all safeguarding requirements are met. Governors play a valuable role in ensuring pupils' health and safety. They have also contributed well to developing pupils' understanding of how to be a global citizen, carrying out a review of provision and helping to plan the school's contribution to community life. As a result, community cohesion is promoted well. In addition to learning about the local area through the Chippenham Town Partnership, pupils have learned how the Fair Trade approach is helping other world communities. This is summed up by one parent who says, 'I am very proud that my children attend the school and they are well-rounded citizens as a result.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

What the school should do to improve further

- Increase opportunities for pupils to be more actively involved in talking about the learning taking place in lessons.
- Increase opportunities for pupils to think about mathematics, and apply their mathematics skills to real-life situations.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
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 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

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 March 2009

Dear Pupils

Inspection of King's Lodge Primary School, Chippenham SN15 3SY

Thank you all for making us so welcome and helping us when we visited your school. The good teaching helps you to make good progress in your learning. Most of you reach above average standards by the time you leave the school. Your parents think this is a good school and we agree.

Here are the things that are best about your school:

- The headteacher, staff and governors work especially well to make your school even better.
- You behave extremely well, especially when you are trusted to do things by yourselves.
- You have a lot of responsibility and often act on your own ideas.
- You know all the 'School Bees', and these help you to take good care of one another.
- Children in the Reception class have a lot of fun and settle into school very well.
- Your attendance is good because you enjoy coming to school.
- You enjoy most of your lessons and have good attitudes to your work because you are often interested in the topics you learn.

We have asked the school to provide more opportunities for you to talk about your learning, especially at the start of lessons. You can help by sharing your ideas sensibly. We have also asked the school to provide more opportunities for you to use your mathematics skills to work things out for yourselves. You could help by really thinking hard about different ways to tackle the questions.

Thank you again for being so helpful and friendly when we came to see you.

Yours faithfully Liz Kounnou

Lead inspector