

King's Caple Primary School

Inspection report

| | |
|--------------------------------|---------------|
| Unique Reference Number | 116699 |
| Local Authority | Herefordshire |
| Inspection number | 326431 |
| Inspection date | 25 June 2009 |
| Reporting inspector | Paul Canham |

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) | 41 |
| 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 | David Greenough |
| Headteacher | Gill Thompson |
| Date of previous school inspection | 11 May 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Kings Caple Hereford HR1 4TZ |
| Telephone number | 01432 840267 |
| Fax number | 01432 840267 |

| | |
|--------------------------|--------------|
| Age group | 4–11 |
| Inspection date | 25 June 2009 |
| Inspection number | 326431 |

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Almost all the pupils at this very small school are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. Children in the Early Years Foundation Stage are taught in a mixed-age class along with pupils in Years 1 and 2.

The headteacher, who is engaged for the equivalent of three days each week, shares her leadership and management roles with a full-time Key Stage 2 coordinator.

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 where pupils achieve well. The high quality of displays provides a good insight into a number of the school's outstanding features, particularly the richness of the curriculum, the high quality of pastoral care for pupils, and the exceptionally strong links with the local community. The flexibility of the curriculum, along with its wide range of learning experiences, successfully develops skills in literacy and numeracy, nurtures pupils' performance skills in drama and physical education, and promotes creativity and quality in art and design. The celebration of achievement shows the value the school places on each pupil, whatever their ability. The success of the school's leadership is valued by parents, who are overwhelmingly supportive of the school. The school has been highly effective in reaching out to the different communities and developed very strong links with a number of outside agencies.

Following a recent review of the staff structure, including leadership and management, the school has focused successfully on raising standards. This achievement has been made possible with close support from governors and strong teamwork among staff. Knowledgeable governors share in the school's vision and expectations. The school's accurate self-evaluation is based on systematic monitoring and continuous review.

Staff are focused on ensuring the highest possible quality of support for its pupils. The fostering of respect and care is at the heart of the supportive and welcoming environment. Consequently, pupils have outstanding attitudes to school and behaviour is exemplary. Pupils work exceptionally well in groups and independently. These strong features have a positive influence on pupils' progress. Attendance is average. As a result of good overall progress, Year 6 pupils reach above average standards in English, mathematics and science. Children start in the Reception class with a range of knowledge and skills that is broadly typical for their age, although there are wide variations from year to year. As a result of weaknesses in the use of assessment information, they make satisfactory overall progress and good progress in personal, social and emotional development by the time they enter Year 1. The school's focus on weaknesses in writing and drawing conclusions from science investigations has already led to substantial improvements. Pupils' good progress reflects the positive picture of teaching that successfully takes account of the wide range of abilities in the mixed-age classes. Well crafted support ensures that pupils with learning difficulties and/or disabilities make progress in line with their peers.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children make steady progress and achieve satisfactorily in learning, reaching average standards by the end of the Reception Year. They settle quickly and are eager to learn in a supportive and caring learning environment. The school provides a number of opportunities for children to play together, work cooperatively, and become aware of safety issues. For example, children were seen playing imaginatively and creatively using a range of resources in the outdoor area. Because provision for welfare is good, children make good progress in their personal, social and emotional development. Behaviour and relationships are real strengths. Children listen carefully and talk confidently to adults and to each other because the school has helped them to develop strong and trusting relationships. The close relationships with parents are illustrated with a comment from a parent who wrote: 'Staff have gone out of their way to make my son feel welcome and settled. The school has become my son's extended family.' Children have a good understanding of right and wrong and enjoy the security of being in a fair and supportive

environment. As a result, they readily respond to the expectations set for them and follow the guidance they are given.

Close monitoring by key staff of how children are learning ensures that adults have a clear picture of what they already know and can do. However, assessment information is not always used consistently to help focus sharply on each child's next stage of learning with precise planning and sufficiently incisive questioning to probe understanding. Consequently, overall progress is satisfactory rather than good.

What the school should do to improve further

- Work more closely with parents to increase attendance.
- Ensure that planning for the Early Years Foundation Stage makes better use of assessment information to give more focused support to all children.

Achievement and standards

Grade: 2

Standards are above average in English, mathematics and science by the end of Year 6. From starting in the Reception class with skills that are broadly typical for their age, all pupils, including those with learning difficulties and/or disabilities, make good overall progress as they move through the school. This picture represents good achievement.

The school has maintained the momentum that lifted standards in the 2008 test results. As a result of the school's focused work on identified weaknesses within English and science and higher expectations, substantial improvements this year are underpinned by significant proportions of pupils reaching the higher Level 5 in English, mathematics and science. The school has exceeded its targets in English and mathematics.

Personal development and well-being

Grade: 2

Pupils say that they enjoy coming to school because 'lessons are fun and teachers help us to succeed'. Pupils' outstanding moral and social development is clearly demonstrated in their exemplary behaviour. Respect and consideration, which are central to the school's values, are reflected in the caring approach taken by pupils, who get on extremely well with each other. Pupils thoroughly enjoy opportunities for practical activities in, for example, drama and sport. Take up of other out-of-school activities is also very good and pupils enjoy participating in additional activities, including residential trips to Wales and France. Pupils have a good understanding of how to keep safe and a very strong awareness of how to stay healthy. They are very clear about what constitutes a healthy diet. Their attitudes and efforts are recognised by the Gold Healthy School award and the Activemark award for sport. Pupils make a very valuable contribution to the school through the school council. The work of this group enables the school to make thoughtful decisions regarding, for example, which charities to support and involvement in the local community. Recent initiatives have included a project to help tidy up the village. Pupils also make significant contributions to the wider community through raising funds for national and international charities, including those in Africa and Romania. By the time pupils leave school, they are confident and well prepared to face future challenges.

Quality of provision

Teaching and learning

Grade: 2

Strengths of teaching lie in the attention that is given to individual pupils, whatever their needs or abilities in the mixed-age classes, and the range of interesting and motivating activities. These features are underpinned by the collaborative approach taken by teachers and their assistants who work effectively within teams and provide well focused support. Learning is also encouraged by comprehensive planning and effective use of precise learning targets. These features successfully extend pupils' knowledge and skills and involve them in their learning. Teachers use marking to provide pointers for improvement, although they are not always as helpful as they could be. The school recognises the need to have consistently high expectations of presentation in all subjects. In lessons, pupils work very well together in pairs and groups and willingly share their findings. On the whole, pupils confidently explain what they are learning and how they are going to improve.

Information and communication technology (ICT), including computerised whiteboards, is used effectively to engage pupils and give them a broad range of interesting learning opportunities. Pupils also benefit significantly from working independently from the teacher and carrying out their research on the computer.

Curriculum and other activities

Grade: 1

The curriculum takes very good account of the wide ability range and mixed-age classes. It provides an exceptionally good balance between basic skills in literacy and numeracy and the development of pupils' performance and creative skills in subjects such as physical education, music, drama and art. One parent typically commented: 'The school offers a wide and varied curriculum delivered by friendly and inspiring teachers.' The teaching of French and German adds a further positive dimension. The very good range of out of school activities, including a gardening club and residential trips, is much enjoyed by pupils. The school makes very effective use of visits and visitors, including a local artist and drama teacher, to enrich pupils' experiences and extend their learning. Links have also been established with a group of local schools to provide further challenges for the most able pupils in Years 5 and 6.

The school recognised the need to raise achievement and lift standards in aspects of English, mathematics and scientific skills. With the help of increased flexibility in the curriculum and more focused support, this is now happening. For example, to overcome weaknesses in writing, the school is giving pupils more opportunities to write for different purposes and in different styles in smaller groups. Effective links between subjects, such as those seen in pupils' projects, successfully reinforce pupils' learning.

Care, guidance and support

Grade: 2

Pastoral care is outstanding but the school is not quite as strong in its academic support. One parent expressed a typical view in the comment: 'The teachers work hard to enrich this small jewel in Herefordshire's educational provision.' A caring ethos underpins much of the school's work and gives rise to extremely strong foundations on which excellent relationships are built

between pupils and staff, and amongst pupils. Parents are highly supportive of the school. At the time of the inspection, arrangements to safeguard and protect pupils are firmly established.

Comprehensive assessment procedures provide the school with detailed information on each pupil's stage of learning. As a result, staff know the pupils well and pupils understand what level they are working at and how they can improve their work. However, assessment information is not always used to demand the best from all pupils at all times.

Leadership and management

Grade: 2

Much has been achieved since the staff structure was revised. The headteacher placed a greater emphasis on her leadership and management role, including monitoring and strengthening links with outside agencies. With strong support from governors and staff, the collective leadership has embedded systems, ensured greater consistency, and introduced more challenging targets in all aspects of the school's work. One important outcome is that standards have improved substantially.

The self-evaluation shows that the school has a good understanding of its strengths and areas for improvement. Strategic planning is good and, as a result, the school is well placed to bring about further improvement. Knowledgeable governors are closely involved in the school's work and have a thorough understanding of its performance. Governors bring a wide range of expertise to their role in holding the school to account for the standards achieved by pupils. The school has exceptionally good links with parents, who are unanimous in their praise for the school.

Community cohesion is outstanding. With the school located at the heart of the village, the needs of the community are exceptionally well understood and met by providing social events, such as art exhibitions, and other activities that draw together the local community. The school is very actively engaged in promoting links with local schools and others in the UK to share expertise and develop the pupils' awareness of different ethnic and cultural backgrounds. The school has also developed very effective ties with schools in Germany, France and Romania.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

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? | 3 |
| How well do children in the EYFS achieve? | 3 |
| 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? | 3 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 3 |

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 | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 3 |
| 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 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 |

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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 1 |
| 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 |

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

26 June 2009

Dear Pupils

Inspection of Kings Caple Primary School, Hereford HR1 4TZ

Thank you for making us feel so welcome, talking to us and helping us during the inspection. This letter is to tell you about some of the things we found out about your school. Importantly, yours is a good school where staff and governors are working hard to make it even better. We were pleased to hear that you and your parents like your school. You behave very well and get on with each other.

Here are some important things about your school:

- You make good progress in lessons and reach above average standards by the end of Year 6.
- Those in charge of the school have already made improvements that are helping you to make faster progress.
- You talk proudly about your achievements and range of after school activities.
- You feel very safe and secure in school.
- All staff take exceptionally good care of you, and make sure that you know what to do to keep safe.
- You have an extremely good understanding of what makes for a healthy lifestyle and healthy eating.

This is what your school has been asked to do to make things even better:

- Work with those of you, and your parents, whose attendance is not as good as it could be in order to improve it.
- Help those of you in the Reception class to make even better progress by making more use of the information the school has about your learning.

We wish each one of you every success in your future education.

Yours faithfully

Paul Canham

Lead inspector