

Kingswear Community Primary School

Inspection report

Unique Reference Number	113206
Local Authority	Devon
Inspection number	338122
Inspection dates	10–11 November 2009
Reporting inspector	Hazel Callaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Mr Brian Longland
Headteacher	Mr Mark Oakshott
Date of previous school inspection	7 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at a variety of school policies, the school development plan, reports on the school's performance and the school's data on pupils' current standards and progress. Pupils' work was scrutinised, as were the 24 questionnaires completed by parents and those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work.

It looked in detail at the following:

- whether all pupils, particularly those in Key Stage 2 and the more able pupils, are making enough progress
- the extent to which assessment ensures that pupils are suitably challenged and are given a clear understanding of how they are getting on and how to improve, particularly in writing
- the extent to which leadership and management are working well at all levels, given the changes in the staff and governing body.

Information about the school

Kingswear Primary is a very small school. Its pupils come from a wide area around the school and the vast majority are from families of White British backgrounds. No pupils speak English as an additional language. The school has a below-average proportion of pupils with special educational needs and/or disabilities but a very high proportion of pupils join the school after the usual time of admission, particularly in Years 3 to 6 (over 40%). There have been significant changes in the teaching staff since the previous inspection and pupils are now taught in three classes each morning and two classes during the afternoon. The school has started a pre-school group this year that meets three mornings a week in one of the classrooms. Its provision has been recognised by the local authority but it has not yet received registration and was not operating at the time of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Kingswear Primary is a good school that provides well for pupils' academic and personal development. It has improved rapidly over the last year and after a period of satisfactory achievement pupils are now making good progress in their learning because of the good teaching and interesting range of activities provided. Pupils' excellent behaviour and enjoyment of school also play an important part in their good progress. Relationships throughout the school are excellent and pupils say they feel safe and well cared for. Many parents expressed their considerable satisfaction with the school and this parent's comments are typical of many received: 'I think it is a wonderful school which provides for all of my children's educational and emotional needs.' Many parents also recognise how the school has improved, through the headteacher's good leadership, the enthusiasm and skills of the new teachers and the strong teamwork of all staff and governors. Many improvements have been made since the previous inspection. A wide range of exciting activities enhance the curriculum, pupils' learning is more effective and many aspects of the school accommodation have been improved, including the creation of a fabulous new classroom in the school roof. Weaknesses in the provision are accurately identified and appropriate actions are taken to address any concerns. Assessment of pupils' attainment in Year 2 was recognised as not sufficiently accurate and this has been rectified. The introduction of a pre-school group and the plans for improved accommodation for the children in the Early Years Foundation Stage are also clear evidence of the school's good capacity for further improvement.

Attainment fluctuates from year to year from well above average to below average. This is due to the small cohorts and the range of abilities in each year group. Attainment in reading and mathematics is often above average but writing is the weakest subject, with fewer pupils reaching the higher standard of Level 5 by the end of Year 6, and so over the last four years standards have been broadly average. Current standards are on the rise and for the current Year 6 are above average once more. Pupils' achievement in all classes is now good but less progress is made in writing than in other subjects, particularly for higher attainers.

Pupils want to do well and try hard to improve. Teachers use assessment of their work well to ensure that new activities build effectively on previous learning. A variety of strategies are used to help pupils to succeed and improve but some of these systems are still new and not fully effective and as a result some pupils say they do not know how well they are doing and what they need to do to improve. Pupils respect each other's differences and enjoy their friendship. They have only a few opportunities to meet with people of different backgrounds and their awareness of the diversity of other cultures and religions in the British Isles is not sufficiently strong.

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The school has a good partnership with parents. They are well informed about the work pupils are to tackle each week and in Reception parents are fully involved in discussions about children's interests and abilities. This information is used well to provide good levels of support to children in the Reception class and they settle very happily into the class routines. All of the children would, however, benefit from more opportunities to experiment and explore, and work independently so they gain a wider view of the world around them and develop greater confidence in their own abilities.

What does the school need to do to improve further?

- Increase pupils' progress in writing so standards rise, especially for the more able pupils, by providing a consistently effective range of strategies that help pupils to understand how well they are doing and how they can improve their work.
- Provide more opportunities for children in Reception to experiment and explore ideas for themselves so they further develop their creative skills, awareness of the world around them and their organisational skills.
- Provide pupils with opportunities to develop their awareness of the diversity of cultures in the British Isles.

Outcomes for individuals and groups of pupils**2**

Those children who start at the school in the Reception year have a range of knowledge and skills which is often greater than that expected for their age. They achieve well and often reach well-above-average standards by the end of Reception. Good progress continues in Years 1 and 2, as could be seen when children excitedly shared their descriptions of their favourite animal. They worked together very effectively, helping each other with spellings and ideas. Similarly, pupils in the Year 5/6 class were able to work effectively in groups to 'brainstorm' their ideas in preparation for a leaflet that would persuade new parents that Kingswear is a fantastic school. They collaborated very effectively, challenging each other to produce a range of imaginative vocabulary that expressed their information.

A large number of pupils join the school in Years 3 to 6, many of whom have had difficult experiences in other schools which have slowed their learning and in many cases affected their confidence. Pupils settle well into their new classes and most make rapid progress to reach the standards expected for their age. They soon feel part of the school community and pupils' good social skills ensure they quickly feel accepted and happy. One boy explained that he loves coming to school now. At his old school he was bullied but now he has lots of friends, has lots of confidence and is doing really well. Pupils with special educational needs and/or disabilities take a full part in all activities. Those with significant needs make particularly good progress in their social, communication and academic skills.

Pupils grow in confidence and take responsibility with enjoyment. They work as a group to consider how the school can improve and make a positive contribution to their local community, such as taking part in the Dartmouth Regatta. However, opportunities for

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pupils to take individual responsibilities are limited. Pupils are aware of possible dangers around them and have a good range of strategies to keep themselves safe. The school has gained the Healthy School Award and pupils have a good understanding of how to develop healthy lifestyles. Pupils accept and respect each other's differences but have little opportunity to develop an awareness of people from other cultures, religions and backgrounds. The vast majority attend very regularly unless they are unwell but the school is working with the families of children who are not as reliable in their attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils learn well because all aspects of the provision are effective. Pupils are well cared for and teachers are successful in stimulating their interest and in providing well-structured activities that challenge pupils' understanding. This was well exemplified in a lesson with pupils in Years 3 and 4 who were exploring how best to write the instructions for making jelly. The class teacher had given them clear advice on what they needed to include and how to be successful in their writing. She gave an additional

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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challenge for the more able pupils which, very quickly, all the class were tackling, improving the quality of their writing with each stage of their instructions. As they rose to the challenge so she increased her expectations so that all achieved well and produced a good standard of work. Teachers assess pupils' work accurately and match the activities well to their various needs. The information is also used as a basis of conversations with the pupils about what they need to do to improve but as targets are set primarily by the pupils themselves, there is not always a rigorous structure that clearly focuses on good progress.

Effective links are made between subjects to make learning more meaningful but the school has recognised that pupils' skills in information and communication technology need to be more systematically taught to ensure they are all secure. A good range of additional activities such as the development of bush craft, music performances, canoeing and sports all extend pupils' skills and experiences, stimulating their greater enjoyment of school. An additional teacher has been employed this term to develop a more creative style of teaching subjects such as history and geography and a piece of land has been donated to the school which is used very imaginatively to bring learning alive.

There is a strong family ethos that pervades all the school's work and so pupils feel confident to have a go. Those with personal difficulties are well supported and outside agencies are employed effectively if there is the need. When there have been difficulties with attendance and/or punctuality the school has worked effectively with the Educational Welfare Office to encourage families to ensure more regular attendance. The provision for pupils with special educational needs and/or disabilities is effective because of good teaching. Very good levels of support are given to pupils with significant learning needs and they make extremely good progress relative to their wide range of difficulties. Intervention strategies for those with fewer difficulties are satisfactory but are not always sufficiently monitored to ensure success.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides good support and encouragement for his new young staff. His ambitions for the school are also theirs and, as a teaching assistant commented, there is a strong ethos of teamwork and enthusiasm throughout the school. Staff effectively ensure that all pupils, irrespective of their ability or needs, are fully included within the

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school's activities and enabled to make effective progress. The headteacher makes effective use of the expertise of colleagues in other schools to support staff professional development and to enrich the curriculum. The governors have been well involved in the many building developments which have improved the learning environment and provided the much-needed space both in the school and beyond for pupils' learning to flourish. There have been several changes in the governing body in recent years and they are still under strength but the resources and staffing committee are very effective in managing the school's budget and providing good value for money. Governors provide satisfactory challenge for the headteacher and staff but are not yet sufficiently well informed to enable them to ask well-focused questions about standards and achievement. All safeguarding policies and procedures meet requirements and at the time of the inspection are effectively followed. The school has carried out an evaluation of its provision for community cohesion and has plans in place to make improvements to support pupils' awareness of their role in a diverse British society. Recent improvements in the school's system for tracking pupils' progress are now providing the head with the information he needs to clearly identify where there are weaknesses in learning and to check to ensure that all groups of pupils have equal opportunities to succeed. Although still developing, this system, alongside good teaching, has been fundamental to the current raising standards and improved achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Teaching in the Reception class is good and this has enabled children to make good

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progress in all areas of their learning. Last year standards achieved at the end of Reception were much higher than the national average. Attainment in the aspects of knowledge and understanding of the world and children's creative development was, however, the lowest and these are areas that continue to be less well developed. The space available for children to work independently and to experiment and explore activities for themselves is very small. Although there is an outside space, it cannot be supervised from the classroom and is not suitable for use in all weathers. This restricts children's opportunities to plan their own activities. The current group of Reception children have settled into school very well and several parents commented on how happy their child is in Class 1. Last year all children in Reception year achieved extremely well. This year the cohort is larger and the range of abilities is much wider. The children receive a lot of good quality attention and support from the staff but sometimes teaching this diverse group together means that progress slows. Staff are sensitive to the children's needs and they are kept safe and secure. The headteacher and classroom teacher have recognised the weaknesses in the provision and planned accordingly. The development of the new Early Years Foundation Stage unit, incorporating the work of the pre-school group and the creation of a small outside area beside the classroom, should ease some of the current difficulties in providing an appropriate early years curriculum that suits the abilities of all children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents who returned the questionnaire are very happy with the school's provision, the quality of teaching, the care pupils receive and their children's progress. One parent's comments are typical of many: 'We feel Kingswear is a very special school and our children are very happy at the school.' There were some individual concerns. One was about the sharing of information about the pupils' progress. This does not appear to be a worry for other parents, who commented on the good levels of communication and approachability of staff. Inspection showed that the new Home School book provides parents with a good understanding of what is taught and the pupils' targets for improvement. Regular conferences with parents on pupils' progress also share this information. The same parent had concerns about the way staff tackle inappropriate behaviour. Observations of the pupils at playtimes and in lessons and from discussions with pupils about their views of behaviour show that behaviour is

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outstanding and any inappropriate behaviour is infrequent and easily managed. The parent also had concerns about the provision for children with special educational needs and/or disabilities. Inspection showed that the provision for those with significant difficulties is good and the expertise of outside agencies is used well. The provision for pupils with less severe difficulties in learning is satisfactory. One parent wanted more homework for her child. Inspection shows that homework is given regularly and is used to support pupils' learning in class.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingswear Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	71	7	29	0	0	0	0
The school keeps my child safe	17	71	6	25	0	0	0	0
The school informs me about my child's progress	15	63	5	21	3	13	0	0
My child is making enough progress at this school	17	71	5	21	1	4	0	0
The teaching is good at this school	18	75	5	21	0	0	0	0
The school helps me to support my child's learning	17	71	6	25	0	0	0	0
The school helps my child to have a healthy lifestyle	20	83	3	13	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	50	9	38	0	0	0	0
The school meets my child's particular needs	17	71	5	21	1	4	0	0
The school deals effectively with unacceptable behaviour	18	75	3	13	2	8	0	0
The school takes account of my suggestions and concerns	14	58	10	42	0	0	0	0
The school is led and managed effectively	17	71	7	29	0	0	0	0
Overall, I am happy with my child's experience at this school	18	75	6	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 November 2009

Dear Children

Inspection of Kingswear Community Primary School, Dartmouth TQ6 0BJ

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here are some of the things we found out about you.

- You get a good start to your schooling in Reception.
- You are now making good progress, especially in reading and mathematics, and you reach standards in Year 6 that are expected of most pupils of your age but this is improving.
- Your behaviour is excellent. You are polite, friendly and helpful to everyone. You told me how everyone gets on well together and that pupils new to your school quickly settle in and make friends.
- You told me that you like your teachers a lot and you feel very safe in school. I could see that you are taught well and you enjoy trying to meet the challenges teachers set you. I could see that you want to do well in your work but some of you are not sure you understand how to improve.
- Everyone in the school works together as a strong team and there is a good partnership with your parents and others who can help you to learn.
- The staff look after you well so you are kept safe and feel happy at school.

Even though Kingswear Primary is a good school, there are some things it can do to make it even better. We have asked the headteacher and governors to:

- help you to get even better in your writing, especially the more able pupils, by helping you to understand how well you are doing and how to improve. You can help here by asking your teachers if you are unsure about how to make your work better
- help you understand about the wide range of peoples that live in England
- give children in the Reception class more opportunities to experiment and explore and plan their own activities.

Thank you again for helping us and I wish you every success in the future.

Yours sincerely

Mrs Callaghan
Lead Inspector

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