

# Kingstone and Thruxton Primary School

## Inspection report

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<b>Unique Reference Number</b>	116700
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	338869
<b>Inspection dates</b>	13–14 October 2009
<b>Reporting inspector</b>	Anne Pitt HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eric Gough
<b>Headteacher</b>	Colin Mutton
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Kingstone Hereford HR2 9HJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school documents, pupils' work, and questionnaires from pupils and staff, including 36 from parents. The inspection team looked in detail at the following:

the achievement of pupils with special educational needs to determine whether teaching is sufficiently challenging

- the quality of provision in English and whether it is good enough to raise standards
- whether the key issues from the last inspection about checking the school's work and assessment have been followed up effectively.

## Information about the school

The school is smaller than average. Most pupils, but not all, are from White British backgrounds. The proportion of pupils identified by the school as having special educational needs is above the national average. Children's skills on entry to the mixed Nursery and Reception class are broadly typical, but below expected levels in language and mathematical development. The school holds the Activemark, Healthy Schools and the Eco Schools' Green Flag awards.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising standards, especially in English.

The school provides an acceptable education for its pupils and there are already firm signs that it is improving. Since its last inspection, Year 2 test results have risen steadily and standards in science in Year 6 have improved greatly. Attendance figures are high and the progress that pupils make is starting to pick up. Through these developments, the school has shown that it has the capacity to improve. Nevertheless, results in English have dropped over the last three years. Standards are low in writing and pupils have fallen behind. The headteacher and senior management team demonstrate clear ambition to overcome this weakness by implementing initiatives such as 'Big Writing' and improved monitoring and evaluation procedures. However, the impact of these is not sufficiently evident in sustained and measurable improvement in relation to outcomes for pupils.

The teaching observed during the inspection was generally satisfactory. Some was good, but it was not consistently strong enough to enable pupils to catch up quickly in English. Lessons proceeded at a reasonable pace but occasionally they were impeded by weaknesses in ensuring tasks interested the boys and challenged all pupils.

Amongst the school's strengths are the actions taken to help pupils understand their local, national and international contexts. The staff and the governing body have had success in ensuring that the curriculum is broad and based on experiences that are meaningful. Pupils are courteous and welcoming, and are developing mature personal qualities, such as racial tolerance and cooperation. A significant reason for this strong picture is the good level of support, guidance and care which all staff provide, ensuring that pupils feel safe and secure. This, in turn, helps them to develop confidence and self-esteem, and reflects well in their obvious enjoyment in coming to school. A strong focus on promoting pupils' social and moral development, alongside good pastoral care, ensures that pupils behave well.

School self-evaluation is well-embedded into the school culture. There is a team approach with senior staff and governors involved. This means that the school has a fair and rounded view of its strengths and weaknesses, although its evaluation of English standards is a little generous. The governing body is aware of weak standards in writing but it has not fully challenged senior managers to explain the depth of the issue. The

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school improvement plan identifies the right areas for development although the success criteria are not always sharp and measurable. The school's lesson observation notes show that there is rigour in monitoring teaching but they do not always link accurately to pupils' learning and progress.

**What does the school need to do to improve further?**

- By December 2010, as measured by test results and the work in pupils' books, improve standards especially in English by ensuring that:
  - a clear improvement plan is in place by December 2009, which outlines key actions, measurable outcomes and how success will be evaluated
  - all teaching challenges boys and girls to do their best
  - pupils have frequent opportunities to write
  - the curriculum meets the needs and interests of all pupils, especially boys
  - teacher assessment is consistent and accurate
  - staff training is focussed on raising pupil achievement
  - the impact of improvement strategies is evaluated in relation to pupils' learning.
- Develop the role of governors so that they hold the school to account for tackling weaknesses.

**Outcomes for individuals and groups of pupils****4**

The quality of pupils' learning and performance seen in lessons was satisfactory. Pupils work enthusiastically and at a steady pace. The girls engaged well and showed good interest. Boys demonstrated high motivation when asked to write about aliens and space, but this was not always the case when the theme of the lesson did not interest them. The extent to which pupils gain skills knowledge and understanding is reasonable but not fast enough to tackle the backlog of low standards in writing.

Generally, standards in the end-of-key-stage tests for pupils in Year 2 and Year 6, over the last three years, have been low. There is a rising trend in Key Stage 1 and currently the standard of work seen in pupils' books is broadly average. The 2009 Year 6 test results show that standards rose markedly in science but that they fell again for the third year running in English. The current Year 6 books confirmed that standards remain low. The school's tracking data and the national progress measures averaged over three years show that, in Key Stage 2, the majority of the pupils make the expected progress in mathematics and science. However, this is not the case in English. The boys do not do as well as the girls. Pupils with special educational needs make similar progress to their peers.

Pupils say they feel safe and are taught well about risks, especially relating to internet safety. Their behaviour is good and they are polite. Pupils state that bullying is rare and that it is quickly dealt with. Pupils take good care of the environment and the school is tidy and litter free. The pupils make a positive contribution to the school and local

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community. They produce the 'Kingstone Kronicle', which is circulated and enjoyed locally, and they contribute to musical evenings, dance festivals and fundraising activities for national and local charities. Self-esteem and confidence are high. Pupils' knowledge of the local, national and international context in which they live is growing. They talk maturely about cultural differences and racial harmony. Pupils realise the importance of the need to stay fit and healthy and understand the dangers of too little exercise and a poor diet. They participate well in physical activities. After-school clubs are much enjoyed, particularly the break dancing and football opportunities. Attendance figures are well above average and pupils are punctual.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The teaching seen during the inspection was satisfactory. Typically, lessons are well organised and pupils respond well to incentives which reward good work and behaviour. A strong emphasis on promoting speaking and listening skills ensures that pupils are confident and articulate. Adults provide careful instructions and explanations. There is targeted and competent support for pupils with special educational needs. In the lessons

<sup>1</sup> 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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seen, the work was pitched at a reasonable level but it rarely took pupils out of their comfort zone. Each had one or two weak features which included: insufficient drive for pupils to work quickly; adults missing opportunities to model writing; the expectation of pupils not always made clear; pupils not readily using dictionaries and thesaurus; the classroom environment not supporting pupils with their writing, for instance few examples of pupils' writing on display and no ready access to an alphabet; tasks that were too complex and needed breaking down; and missed opportunities to encourage boys to write.

Since the last inspection, the school has introduced a more effective approach to how teachers assess pupils. The 'Big Writing' initiative, whereby lessons over a short period of time build up to a piece of purposeful independent writing which is assessed, is helping teachers identify what pupils need to do to improve. In particular, teachers' marking provides pupils with helpful feedback and leads to setting targets. Pupils respond well and all of them know their targets for English and mathematics. There is a comprehensive whole-school tracking and assessment process which the senior management team keep under review, although there are examples where teacher assessment does not match the test results achieved by pupils. The school's self-evaluation identifies the need to moderate teacher assessment so that it is accurate and consistent.

The curriculum meets statutory requirements. Nevertheless, the English curriculum does not always provide enough opportunities to interest boys and encourage all pupils to write frequently. That said, there is a good range of enrichment activities, for example before- and after-school clubs and opportunities to visit places of interest. During the inspection, there was great excitement in Year 4 as they prepared for a residential visit. A walk around the school with the headteacher revealed an enriching curriculum: younger pupils enjoyed a social time drinking fruit juice; infants learnt about guide dogs for the blind from a visitor and there was singing and movement in the hall. Outside, pupils learnt to catch using a bean bag and, inside, older pupils were enthused to write by teachers using an interactive whiteboard.

Care, guidance and support for pupils have high priority in the school and are effective. Parents say how much they value the care and support shown to children. Lunchtimes are happy and well supervised times when pupils enjoy playing games. Similarly, well-forged links with a range of education, medical and social agencies also support the best interests of the pupils.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

Staff questionnaire responses show good support for the school's leadership. The senior leadership team has led important initiatives to establish secure systems for monitoring and evaluation, for example, regularly checking pupils' work and teachers' planning, tracking pupils' progress and identifying weaknesses in the quality of teaching and learning. This is a secure platform for improvement. The challenge facing the school's leadership is to build successfully on these sound foundations, turning aspirations into sustained improvements and supporting and training staff to raise standards across the school.

The governing body provides satisfactory support for the school's leadership, and the introduction of sub-committees is increasing its role in holding the school to account. The school satisfactorily promotes equality and tackles discrimination. All pupils are treated fairly and with respect. The school is aware that there are variations in pupil outcomes within subjects, such as writing and in the performance of boys, and leaders are taking actions to remedy this. Overall, the school makes sound use of the information it has about the pupils, although expectations relating to achievement in English are sometimes too low.

Safeguarding procedures are effective and, at the time of the inspection, all the regulations and standards were met. Systems for quality assurance and

The school promotes community cohesion well and it has planned and evaluated its work to develop pupils' understanding of local, national and international matters effectively. As a result, pupils have a good understanding of cultural differences. The next step is to broaden pupils' international links.

Partnerships with parents are good. The school consults with them regularly through questionnaires and the parents' focus group. This group has successfully influenced whole-school matters relating to traffic calming measures outside the school gates. A couple of parental questionnaires reported that communication and information on their pupils' progress could be better and, conversely, other parents reported that this was a strong aspect of the school. Other partnerships, particularly with local schools and early years' settings, ensure that pupils transfer smoothly between different phases of education.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

From below expected levels of ability on entry to the Nursery in mathematical and language development, children make satisfactory and sometimes good progress to work within the normal expectations of five-year olds by the time they leave Reception. Children's social development and behaviour are particularly strong because of the good relationships between adults and children and the harmonious and caring atmosphere that they experience. Effective induction and partnerships with parents help children to settle and enjoy the warm, safe and supportive environment. Opportunities through hands-on practical activities and exploration abound. There is a good balance between child chosen activities and those directed by adults, but there is not always timely intervention when boys appear to avoid activities that require them to write. Children work effectively and purposefully indoors and out. Staff work well together as a team and make frequent observations of children's learning. Teaching is reflective and decisive action is taken to improve.

*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

Responses to the questionnaire show that there is a high level of satisfaction with the school. Many parents wrote comments about the stimulating range of activities it offers and how well staff listen to parents and deal with incidents. An overwhelming majority identify that their children are happy at school and enjoy attending. A few questionnaires raised concerns about pupils' writing and the lack of a school crossing patrol. The headteacher continues to follow these issues up.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingstone and Thruxton 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 13 statements about the school. The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	69	9	25	1	3	1	3
The school keeps my child safe	23	64	13	36	0	0	0	0
The school informs me about my child's progress	16	44	17	47	1	3	0	0
My child is making enough progress at this school	19	53	12	33	3	8	0	0
The teaching is good at this school	19	53	14	39	0	0	0	0
The school helps me to support my child's learning	20	56	13	36	0	0	0	0
The school helps my child to have a healthy lifestyle	21	58	15	42	0	0	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)	19	53	14	39	1	3	0	0
The school meets my child's particular needs	21	58	12	33	0	0	0	0
The school deals effectively with unacceptable behaviour	19	53	14	39	1	3	1	3
The school takes account of my suggestions and concerns	18	50	13	36	1	3	0	0
The school is led and managed effectively	21	58	9	25	1	3	1	3
Overall, I am happy with my child's experience at this school	23	64	10	28	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 October 2009

Dear Pupils

Inspection of Kingstone and Thruxton Primary School, Hereford, HR2 9HJ

Thank you for welcoming the inspection team to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their time to talk to us.

These are the best things about your school.

You enjoy school and your attendance is outstanding.

Your parents are encouraged to help you with your learning.

You get on well with each other and your behaviour is good.

Adults take good care of you so that you feel happy and safe in school.

There are really good after-school activities and trips.

The headteacher, staff and governors are keen to help your school to improve.

What we have asked your school to do now.

Make your lessons more interesting and challenging for both boys and girls.

Help you to reach high standards, especially in English.

Give you more opportunities to write.

Write a plan of action which will help the school improve.

Make sure that the headteacher and governors check that the school is doing the right things to improve.

You go to a school where everyone gets on well. However, we have judged that the school could be better and we have therefore issued your school with a Notice to Improve. This means that inspectors will visit the school again over the coming year to see how well it is doing. You can help it improve by taking care to achieve your targets in writing.

Yours sincerely

Anne Pitt HMI

Lead inspector

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