

Kington Primary School

Inspection report

Unique Reference Number	116701
Local Authority	Herefordshire
Inspection number	338870
Inspection dates	21–22 June 2010
Reporting inspector	Michael Farrell

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Carl Yeomans
Headteacher	Anne Phillips
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed an assembly, 14 lessons and 7 teachers; meetings were held with parents, governors, staff and pupils. They observed the school's work, and looked at its development plan, policies, data on pupils' progress and lesson planning; and 47 parent questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The quality of teaching and its impact on the most recent progress of pupils in Key Stage 1 and for pupils with special educational needs and/ or disabilities
- The effectiveness of promoting community cohesion
- The effectiveness with which resources are used
- The effectiveness of transition arrangements between the different phases of the school

Information about the school

The school educates mainly pupils living in the immediate locality. A few pupils come from minority ethnic backgrounds. Some come from middle European countries and a small number have English as an additional language, especially Polish. Over a quarter of pupils are identified as having special educational needs and/ or disabilities, this is a higher proportion than average. An Early Years Assessment and Intervention Unit operates from the school one afternoon per week. Recent awards include Activemark and Artsmark Gold. Since the previous inspection first the headteacher and then the deputy have been absent with illness for considerable periods

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

This is a good school. It has a warm and welcoming ethos. Leaders and managers have nurtured a staff team who show great commitment and place particular emphasis on the care of children. Governors support and challenge the school well and are beginning to more thoroughly interrogate data on pupils' progress. The promotion of community cohesion is sound, although it is not monitored and evaluated and the school is keen to rectify this. The school is aware of its main strengths and weaknesses; inadequate progress in Key Stage 1 in previous years has been rectified and pupils in this stage now make satisfactory progress. The school's resources are well managed and the comparatively high amount carried forward mainly relates to planned capital expenditure to enhance the school site. There are clear self-evaluation procedures and strong staff commitment; the school has a good capacity to improve further.

Teaching and learning are good in the Early Years Foundation Stage and in Key Stage 2 and sound in Key Stage 1. Behaviour is very well managed, staff work well as a team, and they strive effectively to provide interesting and stimulating activities. In some lessons the pace is slower and the challenge of what is expected of pupils is not as high as it should be, slowing progress. The curriculum offers a good range of stimulating activities and children like the weekly enrichment sessions. After-school clubs and visits to places of interest extend the curriculum and links across subjects are carefully planned. Care, guidance and support are strengthened by the deep knowledge staff have of individual children and the ethos of accepting and cherishing all. Transitions arrangements are well managed.

Children make good progress in the Early Years Foundation Stage, satisfactory progress in Key Stage 1 and good progress in Key Stage 2 and leave school with attainment typical of their age, so progress overall is good and pupils achieve well. Spiritual, moral and social development are good. Cultural development is sound because pupils have limited opportunities to be involved with and learn about other cultural groups and communities in the United Kingdom. Pupils feel part of the school community and the locality and the outcomes of their participation in the community are sound. Pupils feel safe because there are strong procedures in place to keep them so. They enjoy school considerably. Attendance is average and has been affected by a recent virus. Behaviour is excellent and pupils are courteous, kind to one another, thoughtful and generous.

What does the school need to do to improve further?

- Accelerate progress in Key Stage 1 from satisfactory to good by:
 - improving the pace and challenge of lessons

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- increasing opportunities for small group interventions
- Improve pupils' cultural development and their contribution to the wider community by ensuring that planning, monitoring and evaluation of the promotion of community cohesion are developed rigorously

Outcomes for individuals and groups of pupils

2

Pupils make good progress and achieve well. Children enter the Early Years Foundation Stage with attainment below levels expected for their age including in communication, language and literacy, but by the end of Key Stage 2 pupils attain standards securely at average levels. Different groups of pupils make good progress, including pupils with special educational needs and/ or disabilities, those for whom English is an additional language and vulnerable pupils. Pupils with particular talents are encouraged well. Most pupils understand their challenging targets and reach them. Pupils with special educational needs and/ or disabilities make good progress. The school recognises pupils are not always taken off the special educational needs 'register' promptly and is taking steps to rectify this.

Pupils enjoy school and participate well in lessons and other activities. In a good mathematics lesson for Year 6, pupils made good progress because the teacher and teaching assistant worked closely together to ensure a good momentum to the lesson. Pupils behaved excellently because they were well motivated; careful assessment suitably informed subsequent lessons. In a session in the Early Years Foundation Stage, children participating in a range of activities made good progress including in language development and reading because the stimulating classroom environment kept children interested and the teacher's effective questioning extended their learning. Pupils understand the importance of healthy eating and exercise and participate well in extra activities. Good progress in basic skills contributes to pupils' development of good workplace and economic skills.

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

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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Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching including assessment is good. Among common strengths of teaching are the very warm relationships between pupils and staff, the good deployment of teaching assistants, the effective use of interesting resources, careful planning, and the positive ethos of lessons in which children relate well to one another. In some lessons, including in Key Stage 1, the pace is slower than it should be because lesson introductions are too long and pupils are not always challenged enough so where this occurs, progress is also slowed.

Effective care, guidance and support lead to the good progress that most pupils make and to their good development and well being. Transitions to the school, when pupils move to secondary school and when they move to different age phases within the school are well planned. Good guidance is provided regarding pupils' safety and personal health. Behaviour is very well managed and staff are deployed well. The school has good strategies to encourage attendance.

The well-organised curriculum is imaginative and provides exciting opportunities for children to learn a broad range of experiences. It is adjusted as necessary to meet the learning requirements of different groups of learners. Cross curricular provision is good and staff work hard and effectively to provide experiences beyond the everyday provision and this enriches the children's education. Children enjoy their learning and say they like the enrichment activities such as modern foreign languages and the Forest School. The curriculum contributes to good pupil progress.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Leaders and managers drive ambition in the school well so staff are highly motivated. Self-evaluation enables the school to identify areas of strength and weakness although its judgements in some areas are over generous. Teaching and assessment are carefully monitored, and effective steps are taken to improve teaching as necessary. The governing body provides good encouragement and challenge and is closely involved in the process of school evaluation. Its evaluation of the school's data on progress is improving. Parents are strongly engaged in school activities, such as in celebratory assemblies and are positive about the school. Partnerships with others are good and enhance the school's provision. Equal opportunities are well promoted and there is no evidence of negative discrimination, although the school has suitable policies and procedures should any occur. Effective safeguarding includes clear procedures that are known to staff, careful risk assessments and good staff training. Community cohesion is soundly promoted. The school has carried out an audit of this area but monitoring and evaluation of its response is not formally carried out. The school is aware of the need to tackle this. Resources are well deployed to achieve the school's good outcomes and the budget underspend is earmarked for capital expenditure including improvement of the playground area.

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	2
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

Adults in this phase are focused on helping all children to make good progress in all

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areas of learning and development and they are successful. There is common sense of purpose across this stage because leaders and managers have a clear understanding of children's progress and what they need to do to help them do better. Very good partnerships with parents have been nurtured, and parents actively support their child's learning, for example attending a theatre company performance during the inspection. Bright, stimulating classrooms and exciting activities effectively encourage children to explore and investigate. There is a good balance between teacher-led and child-led activities and staff intervene when the time is right. Children leave the Early Years Foundation Stage having made good progress. They are growing in confidence, sociable, able to manage themselves independently and well prepared for the next stage of their education.

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Some 48 parents returned the questionnaire, a low response. Those who spoke to inspectors were very positive and most questionnaire responses were also positive. There was strong agreement that children enjoy school, are kept safe, teaching is good, and that the school helps parents support their children's learning. They consider that healthy lifestyles are promoted well, and the school is managed effectively. One parent, typical of others, comments that 'every child is made to feel important and valued.' Regarding negative views, a few parents considered their children were not making enough progress at school and a few did not think unacceptable behaviour was dealt with effectively. Inspectors endorse parents' positive comments. They agree with parents that progress is not equally strong across all key stages, but found no evidence to support the view that unacceptable behaviour is not well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kington 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	72	13	28	0	0	0	0
The school keeps my child safe	35	74	12	26	0	0	0	0
The school informs me about my child's progress	27	57	17	36	2	4	0	0
My child is making enough progress at this school	28	60	16	34	2	4	1	2
The teaching is good at this school	30	64	17	36	0	0	0	0
The school helps me to support my child's learning	26	55	20	43	1	2	0	0
The school helps my child to have a healthy lifestyle	33	70	13	28	1	2	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)	30	64	15	32	1	2	0	0
The school meets my child's particular needs	28	60	16	34	1	2	0	0
The school deals effectively with unacceptable behaviour	227	57	14	30	3	6	0	0
The school takes account of my suggestions and concerns	22	47	21	45	2	4	0	0
The school is led and managed effectively	28	60	19	40	0	0	0	0
Overall, I am happy with my child's experience at this school	32	68	15	32	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



23 June 2010

Dear Pupils

Inspection of Kington Primary School, Kington, HR5 3AL

It was good to meet you when my colleagues and I inspected your school recently. Thank you for making us so welcome and for telling us what you thought about school. We found many good things. Kington Primary School is a good school. It is well led and managed. The teaching, curriculum and the way you are cared for and supported are all good. You enjoy school and make good progress in your work and you concentrate hard in lessons.

There are two things the school could do better. I have therefore asked the school to:

- make sure pupils aged 5 to 7 years old make good progress
- improve your understanding of other cultures and your contribution to the wider community.

I am sure when these better and extra opportunities are provided, you will do everything you can to participate and make the best of them.

Every good wish for your future.

Yours sincerely

Michael Farrell

Lead inspector

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