

Kingsmoor Primary School

Inspection report

Unique Reference Number	123738
Local Authority	Somerset
Inspection number	340412
Inspection dates	17–18 November 2009
Reporting inspector	Tony Shield

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	147
Appropriate authority	The governing body
Chair	Geoff Sluman
Headteacher	Michael Bird
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. They also took into account the views of pupils, staff and of 65 parents expressed in questionnaires.

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

- evidence to support the school's view that progress is better than satisfactory
- that improvements made in 2009 are being sustained
- how consistently teaching challenges pupils to make at least good progress
- the rigour of monitoring and self-evaluation and the extent to which all staff are contributing to school improvement.

Information about the school

Kingsmoor Primary School is smaller than average. The overwhelming majority of pupils are of White British origin and very few are from other ethnic heritages. The proportion of pupils who have special educational needs and/or disabilities is broadly average; they have a range of difficulties from behavioural, emotional and social problems to moderate learning difficulties, speech, language problems and visual impairments. The school provides for children in the Early Years Foundation Stage in its mixed Year 1/Reception class.

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

Kingsmoor Primary is a good school, popular with parents who appreciate the friendliness and welcome shown to them and the care given to their children. Pupils' personal development is good and their good behaviour and positive attitudes play an important part in their progress. The school's teaching encourages a lively and enthusiastic response from pupils who take part in all it has to offer with energy and commitment.

The school engages parents particularly well so that they are better equipped to support their children's learning. A very large majority of parents are happy with their children's experience at school. One wrote, 'I think the school offers an extremely well-rounded, nurturing environment for my child, encompassing his education, social and cultural development'. The sense of school community is strong, and pupils are proud to attend. While, pupils make a good contribution to the school and local community, their understanding of the multifaith and multicultural communities in the United Kingdom is more limited. This is partly because the school's policy for community cohesion is under-developed.

Pupils feel safe and secure. Much of this can be put down to the way in which adults care and look out for individual pupils. Inspectors met with different groups of children who told them that adults listen to them and try to sort out their problems. Pupils said that bullying is not tolerated. The Early Years Foundation Stage provides children with a strong start to their schooling. Children here love the opportunities for play and exploration both outdoors and indoors. Across the rest of the school, pupils' progress is good, though less consistently so in Key Stage 2.

Results in national tests were above average in 2009 although overall in recent years standards in English, mathematics and science have been broadly average. Lessons are characterised by a good climate for learning in which pupils work hard and strive to do their best. While teaching is good, the use teachers make of assessment information is not consistently so, and tasks do not consistently challenge individual pupils at levels appropriate to their age and ability. Pupils enjoy their lessons and there are many opportunities in the curriculum for pupils to develop and pursue their interests. A wide range of visits, visitors and clubs enrich their learning. Links between subjects to ensure greater relevance are developing, but many pupils do not confidently use their skills in writing, numeracy and information and communication technology (ICT) in different subjects.

Teamwork is an important feature of the school's good leadership and management. Self-evaluation, based on a detailed analysis and tracking of performance data, provides

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a good framework for school improvement. Challenging targets are set to raise expectations and provide a spur for further improvement. The school's recent track record, most notably in improving performance in 2009, suggests that the school's capacity to improve further is good.

What does the school need to do to improve further?

- Ensure more consistently good progress, especially through Key Stage 2 by using assessment to tailor work more precisely to the prior attainment and individual needs of pupils.
- Develop pupils' capacity to use and apply basic literacy, numeracy and ICT skills in different subjects across the curriculum by providing more links across subjects to enhance learning.
- Develop a more coherent approach to community cohesion and particularly to pupils' understanding of a range of communities in the United Kingdom by:
 - developing the school policy in response to the audit of provision already undertaken
 - monitoring and evaluating the effectiveness of the school's approach.

Outcomes for individuals and groups of pupils

2

All groups of pupils enjoy their learning. Pupils were observed responding enthusiastically to good teaching. They co-operate well with adults and with each other, participate keenly in class discussion and settle promptly to work independently or in groups.

The attainment of Year 6 pupils in national tests in 2009 was higher than the previous two years. Targeted work to improve mathematics last year paid off and improvements were particularly marked. Importantly, these improvements are being sustained and the school's tracking data indicates that pupils are on track to do as well in 2010. Inspectors' observations and scrutiny of pupils' work confirm the school's own evaluations. Progress is good through the school, but the rate is less consistent through the early years of Key Stage 2. There is no significant difference between the achievement of boys and girls or between more able pupils and those with special educational needs.

Pupils enjoy physical education and understand the importance of being physically active. They have a good understanding of a healthy balanced diet although pupils admitted that, when able to choose, their preference was often for less healthy options. Pupils' good moral and social development is supported by the wide range of responsibilities they carry out in the community. The weekly rota of Kingsmoor scholars, for example, plays an important part in the school's life. They are proud of the difference they make in this way. Pupils' spiritual development is satisfactorily supported by opportunities to reflect on their own lives and the lives of others during assemblies. Despite good opportunities in music and art, pupils have only a narrow awareness life in a multicultural United Kingdom. Behaviour is good both in class and around the school.

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Many examples of polite and thoughtful behaviour were seen during the inspection.

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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lessons are characterised by a purposeful buzz as pupils work enthusiastically. Relationships between adults and pupils are a consistently good feature of all lessons. At its best, teaching is challenging, expectations high and pupils are encouraged to think for themselves. Individual progress is carefully checked and in this respect, the termly pupil progress meetings are a good means of reviewing the progress every pupil is making. However, the use of this information to plan lessons geared to the needs of individual pupils and which take account of their age and prior attainment, is not consistently well managed. Nevertheless, targets are increasingly well used to challenge pupils to achieve the next steps in their learning, as the better practice in using assessment information is shared more widely. Teaching assistants work skilfully to support all pupils and especially those with special educational needs.

The curriculum has a number of strong features and teachers give considerable thought to making learning interesting and thought provoking. Increasingly, links across subjects

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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are being drawn, such as the work pupils are doing on the Greeks and World War 2. However, there is more to be done before this is a consistently good feature of planning and, at present, opportunities for pupils to apply their basic skills in different subjects are limited. The curriculum is enriched by a good range of clubs, visits and visitors. Older pupils spoke warmly and enthusiastically of the school trips. There are good opportunities for pupils to learn musical instruments with specialist teachers. Singing is a good feature of assemblies.

The school benefits from its small size and strong sense of community. Every child feels valued and treated as an individual. This commitment to the care and welfare of every child is enshrined in 'The Kingsmoor Code'. The school's policies and procedures enable all pupils to feel safe and well looked after. Arrangements for the support of pupils whose circumstances make them vulnerable, including those who have special educational needs, are effective in helping them to feel more confident and to achieve well.

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 and senior leaders are dedicated to ensuring pupils achieve their potential. This ambition is shared by the whole staff who work productively together and take their responsibilities seriously. The impact of their work is seen in the improving picture of attainment and progress, although there is more to be done to ensure greater consistency in the rate of progress through the school. The academic performance of different groups of pupils is monitored and analysed carefully and underpins the school's work to promote equality and tackle discrimination. This analysis is used well to plan teaching interventions and ensure pupils make good progress. Governors hold the school to account well. They review school policies and procedures on a regular basis, have a good knowledge of the school, and offer support and challenge in equal measure.

Robust safeguarding arrangements were in place at the time of the inspection. The school has safe recruitment practices, child protection procedures are rigorous, and all staff receive appropriate and regular training. Partnerships with external services are well established, particularly in providing support for vulnerable pupils.

The school has made a start on the duty to promote community cohesion. They have analysed the context in which the school works and devised a draft plan to improve

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community cohesion. The impact of this work within school and the local community is good, but there is not, as yet, a clear strategy for systematically engaging the community at all levels beyond the school.

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

Children enter the Early Years Foundation Stage with knowledge and skills which are broadly average, although there is a wide range. They quickly settle into school routines as a result of good induction arrangements. Children with particular needs are very well supported and they make good progress in these initial stages. As a result, most catch up with their peers and are well prepared for entry into Year 1. Some children's motor skills, for example, are low on entry but they quickly make significant gains. The newly appointed outdoor area is especially helpful in this respect. Activities are well managed and stimulate interest and excitement among all children. Children learn to play well alongside one another, and both boys and girls make good progress in all areas of their learning. Staff plan a mixture of activities, enabling children to choose for themselves or work with adults. All children have their own targets and tailored provision. This ensures that every child is included and ongoing assessments ensure work is adapted and planned well to meet their needs. Teaching assistants play a valuable role in developing children's confidence and extending their learning. The Early Years Foundation Stage is well led, with a strong focus on helping all children to do well. Good links with parents help encourage a real partnership in their child's learning.

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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

Responses were received from around half of the families. Those responding were overwhelmingly positive about the school. All believe that their children enjoy school and very few indicated concerns in any area. Parental comments commended the safe and welcoming environment, the sense of fun and enjoyment that their children experience, and the variety of clubs and after school activities that helps to ensure a stimulating curriculum. Parents appreciate the hard work and dedication of the teachers and the fact that everyone gets on so well with each other.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsmoor Primary Combined 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 147 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	66	21	32	1	2	0	0
The school keeps my child safe	45	69	18	28	2	3	0	0
The school informs me about my child's progress	37	57	27	42	1	2	0	0
My child is making enough progress at this school	41	63	21	32	2	3	1	2
The teaching is good at this school	45	69	20	21	0	0	0	0
The school helps me to support my child's learning	42	65	20	21	3	5	0	0
The school helps my child to have a healthy lifestyle	36	55	28	43	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)	35	54	24	37	2	3	0	0
The school meets my child's particular needs	44	68	19	29	2	3	0	0
The school deals effectively with unacceptable behaviour	36	55	21	32	1	2	2	3
The school takes account of my suggestions and concerns	27	42	28	43	4	6	2	3
The school is led and managed effectively	37	57	24	37	0	0	2	3
Overall, I am happy with my child's experience at this school	47	72	15	23	1	2	1	2

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.



19 November 2009

Dear Pupils

Inspection of Kingsmoor Primary School, Bawdrip, Somerset TA7 8PY

I am writing to thank you for being so welcoming and helpful when we inspected your school recently. Your warm welcome made us feel at home. Yours is a good school, and you are rightly proud to attend. Here are some of the good things about it.

- You obviously like coming to school and show good levels of concentration during lessons. You try hard to do your best.
- Children get off to a good start in the Reception class.
- You behave very well and are mostly polite and kind to one another.
- Everyone at school gets on well together and there is a real sense of community in the school.
- The enthusiasm with which you work in lessons makes a good contribution to the good progress most of you are making.
- Teachers make learning interesting and your classrooms are lively and interesting places to be.
- The school takes good care of you, and makes sure you feel safe.
- The headteacher and all the teachers are working hard to make your school even better.

We have asked the teachers to do the following in order to make things even better.

- Ensure you all make good progress all of the time and make sure that information about how well you are doing is used to set work which is geared to what you each need.
- Develop your writing, numeracy and ICT work in lots of different subjects.
- Give you a better understanding of what life is like in different communities in the UK.

Thank you once again for your help during our visit and good luck with your work in the future! You can help by continuing to work hard at all you do!

Yours sincerely

Tony Shield

Lead Inspector

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