

Kingskerswell Church of England Primary School

Coffinswell Lane, Newton Abbot, Devon, TQ12 5HN

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because they are well taught. Changes in the way mathematics is taught have been particularly successful. As a result, pupils' achievement in this subject has improved markedly.
- The best teaching, and strongest progress made by pupils, is in Key Stage 2 and this is reflected in results from National Curriculum tests in Year 6.
- Lessons are well planned for different groups, especially for more able pupils. Learning in small groups, led by teachers, is often highly effective. Discussion in lessons is lively and interesting.
- Pupils have positive attitudes to learning and are very polite and courteous. They express their views with considerable confidence. They feel safe in school and are free from bullying.
- Leaders have comprehensive arrangements to check the progress of individual pupils and take rapid action to prevent anyone from falling behind.
- The leadership of teaching is good and pupils' progress and achievement are better than at the time of the last inspection.
- Senior leaders and governors have addressed weaknesses firmly and the school is improving at a good rate. Teachers work well together and readily take on new challenges.

It is not yet an outstanding school because

- There are times in lessons when learning slows, particularly when adults give pupils too much help with their work.
- There are too few opportunities for pupils to set themselves targets for improvement and reflect on how well they have done.
- The quality of marking and feedback to pupils is not consistently good.
- There is not enough outstanding teaching because checks and support to promote this have not been sharp enough.

Information about this inspection

- Inspectors observed 21 lessons, including six which were joint observations with senior staff. Inspectors also made shorter visits to some additional lessons and observed an assembly.
- Meetings were held with staff, members of the governing body and groups of pupils.
- An inspector spoke by telephone with a representative from the local authority, about the support provided to the school.
- Inspectors took account of the 71 responses to the on-line parent questionnaire (Parent View) and information from the school's survey of parents' opinions. Parents' views were also gathered from informal conversations at the start of the school day.
- Inspectors observed the school's work and looked at documents, including the school improvement planning, school checks on teaching, records relating to attendance, and the school's numerical data on pupils' progress, and they analysed samples of pupils' work.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Phil Taylor

Additional Inspector

Stephanie Thomas

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school. There are 11 classes.
- Since the previous inspection, numbers of pupils attending the school have risen. There are now more pupils who attend from outside of the local area, and join the school mid-year.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for looked after children, pupils known to be eligible for free school meals and pupils from forces families, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching by:
 - making sure that adults give pupils the right amount of help and support to enable them to work independently and make at least good progress
 - improving the quality of marking and feedback to pupils so that it reflects the best practice in the school
 - providing more opportunities for pupils to set themselves targets for improvement and to reflect on how well they have done.
- Strengthen leadership and management by providing a sharper focus in observations on what makes outstanding teaching, and giving teachers more opportunities to work with outstanding practitioners within the school and from further afield.

Inspection judgements

The achievement of pupils

is good

- Children start school with knowledge, skills and understanding that are in line with age-related expectations. They make good gains in their communication and language skills, their number work and their personal, social and emotional development. Children have good opportunities to choose activities and explore for themselves. They practise their counting skills confidently and are able, for example, to read instructions to thread pasta shapes.
- Attainment by the end of Year 2 is rising with writing being the stronger area. In 2012, overall attainment was a little above average. Current attainment is on track to be higher in reading, writing and mathematics. Younger readers use their knowledge of letters and sounds well (phonics) to read words.
- Attainment by the end of Year 6 has risen sharply over the past three years and was above average in English and mathematics in 2012. In the current Year 6, pupils are on course to attain similar standards. The marked improvement in mathematics is because pupils' problem solving and investigation skills are much improved, and there are more pupils reaching the higher National Curriculum levels.
- The main reason that progress is not better than good is because, although parts of lessons promote outstanding learning, this is not a consistent feature of lessons, and on a few occasions learning in lessons slows. Learning observed in lessons was strongest in Key Stage 2 and this is reflected in the school's records of progress.
- More able pupils in Year 6 read widely and choose books using their knowledge of different authors and writing styles. The proportion of pupils reaching the higher National Curriculum levels in writing compares favourably to the national picture.
- Pupils who join the school mid-year are helped to settle quickly. Teachers assess their abilities and needs and they make progress at the same rate as others in the school.
- There were no looked after children in the 2012 Year 6. Those who were eligible for the pupil premium through entitlement to free school meals were about three terms behind other pupils when they left, in both English and mathematics. However, they still made better progress than is typical nationally. Samples of work show that pupils of all groups eligible for the pupil premium funding make progress which is in line with and sometimes better than their classmates and that progress is better in older year groups. The school's records of progress, based on average point scores (which show the total of assessment results), show a similar picture.
- Disabled pupils and those who have special educational needs make good progress. They are typically given effective additional, individual support and guidance to help them with their work and consequently achieve well. In Year 6, for example, pupils were supported but also challenged so they were able to write a range of sentences to support different arguments.
- In contrast to this, the quality of support provided to small groups of other pupils sometimes slows their progress because it makes them too dependent on help. This support is typically led by teaching assistants, adults who are in classes with teachers during lessons. In Years 1 and 2, for example, too little was expected of a less able group of pupils and they were given too much help to write down their ideas. This limited the scope for these pupils to learn to work independently and record and review their own work.

The quality of teaching

is good

- Teaching is typically good and some is outstanding. Lessons are well planned and delivered and as a result, learning generally moves along at a brisk pace. Questioning by teachers probes pupils' understanding well and frequently leads to extended discussion.
- Learning was often highly effective when pupils worked in small groups because the teacher pitched tasks at just the right level and built on previous understanding. For example, in Year 3, pupils made exceptional progress with a practical investigation involving syringes, plastic tubes

and balloons because questioning by the teacher probed their understanding deeply and they were highly engaged on the task. They explain technical terms in English and mathematics clearly.

- More able pupils are provided with activities which extend their learning. For example, Years 5 and 6 pupils wrote well-balanced arguments about whether music should be freely downloadable from the internet; drawing on previous learning well.
- Marking usually identifies aspects of pupils' work that are successful and teachers often write comments about what could be improved to promote further learning. However, there remains an inconsistency in practice in different classes. Improvement comments are not consistently provided and time is not always given for the pupils to respond.
- There are some notable examples of pupils assessing their own work and identifying their own targets for improvement, both of which promote good gains in learning. However, this practice is not established consistently across the school.

The behaviour and safety of pupils are good

- Pupils enjoy school and their learning because they are confident that adults will help them and that teachers plan exciting topics which will challenge them. They attend regularly.
- Pupils are keen to work in lessons and work well with each other. However, some are not so good at working on their own or at reflecting on how well they have done. Missed opportunities to learn these skills slow pupils' progress in some classes.
- Pupils are well mannered, friendly and readily express their views. Incidents of misbehaviour are rare. Pupils comment that they are encouraged to say what they think and that staff are 'easy to talk to'.
- Discussions with pupils confirm that they feel safe and secure in school and that there is an absence of bullying. Pupils know about the different ways in which they could be bullied. The school provides numerous opportunities for pupils to become aware of e-safety issues. Pupils in Year 6, for example, have a good awareness of the potential dangers of sharing personal information on the internet.
- Parents and staff confirm that pupils' behaviour and safety are a strength of the school. Pupils and parents spoken to confirm that staff are welcoming and that any concerns are dealt with well. The questionnaire returns by parents show a high degree of satisfaction with behaviour and safeguarding arrangements.

The leadership and management are good

- Effective leadership of teaching and changes to the way subjects are taught has led to an improvement in pupils' progress and achievement since the previous inspection. Teaching staff have welcomed new initiatives in English and mathematics. They comment positively about the support and guidance they have been given.
- While teaching is now good, the support provided, for example through lesson observation and feedback, has not been sharp enough to promote more outstanding teaching or to eliminate those occasions in lessons when learning has been stifled because too much help is provided for some pupils. Opportunities for teaching staff to work with outstanding practitioners within the school and others from further afield are not yet fully developed.
- The progress of individual pupils is regularly and accurately reviewed. Potential under-achievement is quickly identified and tackled. Information tracing the progress of different groups and classes demonstrates that pupils have equal opportunity to do well. The positive relationships across the school and way that new pupils are welcomed into the school show that discrimination is not tolerated.
- Learning in the subjects taught is well planned. Pupils use their writing skills well, for example in

science and history. The school helps pupils to deepen their spiritual, moral, social and cultural understanding well. There is an abundance of good quality artwork on display across the school. The 'forest school' initiative is helping pupils to learn about working outside and develop qualities such as teamwork. Those pupils eligible for the pupil premium receive additional individual support, including help with their emotional and behavioural needs.

- The local authority provides the school with light-touch external support. It has evaluated the progress being made against key priorities set from the previous inspection and, rightly, has confidence in the quality of leadership and management to improve provision.

■ **The governance of the school:**

- The governing body makes a good contribution to the leadership and management of the school. Sensible decisions are made about spending and the school has an appropriate amount of funding in reserve. Governors understand data well and have good information about pupils' overall progress and about the progress of pupils in different classes, including the impact of pupil premium funding. They regularly visit the school, and ask questions about what they see. They know about the quality of teaching in the school, and ensure that decisions made about whether teachers should rise up the salary scales are securely based on information about the quality of teaching observed and about pupils' achievement. They have good links with parents, who express a high degree of satisfaction with what the school provides. Governors make sure they follow the required procedures about safeguarding children.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113398
Local authority	Devon
Inspection number	405468

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Matthew Lambert
Headteacher	Rachel Miller
Date of previous school inspection	27 January 2011
Telephone number	01803 873398
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