

# Kingsacre Community School

## Inspection report

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<b>Unique Reference Number</b>	113179
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357282
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Paul Garvey

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Martin
<b>Headteacher</b>	Stephen Morgan
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Greenacre Devon EX33 1BQ
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<b>Email address</b>	admin@kingsacre-primary.devon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed nine lessons and nine teachers. One joint observation was undertaken and a number of lessons were briefly observed alongside senior staff. Meetings were held with pupils, leaders and managers, other teachers and members of the governing body. Inspectors also spoke to a number of parents and carers. Inspectors observed the school's work, and looked at the school improvement plan, the School Improvement Partner's reports, pupils' books, other samples of pupils' work, information on pupils' recent progress, and safeguarding policies. Questionnaires from 159 parents, 123 pupils and 22 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The levels of pupils' progress, especially in writing.
- The effectiveness of teaching and the curriculum and the extent to which they meet the needs of individual pupils.
- The pupils' awareness of cultures and religions beyond their immediate community.
- How well leaders and managers know their school and how much impact they have had on raising pupils' attainment.

## Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are of White British heritage and their home language is English. The proportion of pupils with special educational needs and/or disabilities is below average. Most of whom have moderate and severe learning difficulties and speech, language and communication needs. Children in the Early Years Foundation Stage are taught in one Reception class. The school has several awards reflecting its commitment to promoting pupils' healthy lifestyles and has an Arts Mark award. The school has had a change of headteacher recently.

**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 is led by a clearly focussed headteacher who is supported by a team of effective leaders and managers. In a short time, they have maintained and built upon the good foundations established by a long-serving headteacher. They are supported by a caring and knowledgeable governing body, which provides good levels of challenge and support to the school. As a result, leaders and managers drive improvement successfully. Pupils' achievement is good and by the end of Year 6, their attainment is above average. Good progress starts in Reception and continues through Year 1 to Year 6 for all groups of pupils, including by those with special educational needs and/or disabilities.

The monitoring of teaching and learning by leaders and managers is good and this contributes to teachers effectively improving their teaching. There is a good understanding between staff and the governing body of what the school needs to do to raise attainment and self-evaluation is effective in most areas as a result. Safeguarding procedures are satisfactory. Staff care for children well and the good partnerships with outside agencies support pupils well, especially those whose circumstances make them more vulnerable. Leaders at all levels use assessment data well to monitor all pupils. Consequently, the school is able to accurately determine where to intervene to accelerate the progress of individuals. This shared approach to leadership is evidence that the school has good capacity to improve further. Progress in promoting improvement from the last inspection has been good.

A particular strength of the school is its relationships with parents and carers. One parent summed this up well by saying, 'I feel there is a strong family emphasis at this school which manifests high levels of self confidence in the pupils'. The work of staff, in partnership with other adults, in building very effective relations with pupils and their families has led to pupils' attendance being high. This reflects the good care, guidance and support offered, which is underpinned by good relationships between adults and pupils and by the excellent relationships the school has built with parents and carers. A good range of extra-curricular activities are enjoyed by pupils. Playground leaders are one way in which pupils are encouraged to take on leadership roles and the pupils' good contribution to the local community was seen by inspectors as Year 1 and Year 4 pupils enthusiastically participated in a 'Caribbean Carnival', where they performed with other local primary- and secondary-aged pupils. Pupils get on well together in the school and they understand the difference between right and wrong.

Teaching is good and outstanding aspects were observed during the inspection. Teachers plan well, especially to meet the needs of all pupils. They are aided in classes by particularly effective support from other adults, especially for some pupils whose circumstances make them more vulnerable and those with high levels of special

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educational needs and/or disabilities. Teaching is better in lessons where the pupils rely less upon the input from their teacher and have more chances to explore different ways of learning themselves.

A varied curriculum with extensive cross-curricular links supports the good progress of the pupils. There is a good range of extra-curricular activities, which are eagerly taken up by pupils. However, there are limited opportunities to learn about multicultural Britain and the religions and cultures of other countries.

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

- By April 2012, improve the quality of teaching and learning from good to outstanding to accelerate pupil progress by:
  - providing more opportunities for pupils to practise the skills they have learned in English and mathematics lessons by making more decisions independently.
- By April 2012, provide more opportunities for pupils to learn about different religions and cultures beyond their immediate community by:
  - providing more opportunities to learn about other religions and cultures during lessons
  - establishing links to other communities beyond the immediate school community to provide pupils with first-hand experiences of other religions and cultures.

## Outcomes for individuals and groups of pupils

**2**

Visits to classrooms and observations of small groups show all groups of pupils make good progress. They start school with skills and knowledge that are typical for three- and four-year olds. By the end of Year 6, their attainment is above average. This is true for both their personal and academic learning. When interviewed, pupils were quick to praise the school for the progress they had made and to say how much they had enjoyed their time at Kingsacre. They are keen to answer questions, to share their work and to participate in activities in school and in the community. So that, by the time they reach Year 6, all groups of pupils achieve well. Progress in writing has been especially rapid recently, especially for boys. For example; in Year 4, after discussions with pupils, a change to learning about dragons increased the engagement of boys in English, in a topic about myths and legends. Progress of pupils with special educational needs and/or disabilities is broadly in line with that of other pupils and the progress of a few of these pupils is outstanding, as a result of the care and support they receive from teachers and their skilled assistants. Pupils say they feel safe in school but they are not always given enough responsibility for recognising likely unsafe situations.

Pupils make good progress in developing their social skills and become happy and confident individuals. Parents, carers and children commented on how much they enjoyed the 'sharing assemblies', where pupils could demonstrate these good social skills. As a result, although older pupils said they would be sad to leave, they felt they were already well prepared for the next step in their education. Pupils confidently use information and communication technology and apply their basic skills well across the curriculum. Even very young children have a good understanding of what is meant by being healthy, by making healthy choices for lunch and bringing healthy snacks.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<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>2</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>

<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

## How effective is the provision?

Effective monitoring and support of teaching by leaders and managers has led to good improvements in the quality of teaching. The introduction of new systems has led to good use of assessment data by all staff and this has led to teachers and assistants being able to address individual needs well. In the better lessons, the learning has brisk pace because of well-managed, engaging and quickly changing activities. Pupils are encouraged to learn from each other and have frequent opportunities to become more independent learners and practise the skills they have learned. Where lessons do not involve pupils in their learning to the same degree, learning is slower.

The curriculum, which has been effectively revised to meet individual needs, leads to pupils saying that their learning is 'fun' and 'exciting'. Pupils become interested in their work and behaviour is good as a consequence. Effective use of topics supports the learning of different groups well and an element of pupil choice allows the flexibility to cope with the changing needs of different groups. Good cross-curricular artwork was seen in some displays. Pupils told inspectors that they enjoy taking part in activities which help them to lead healthy lifestyles. All Year 2 and Year 3 pupils go swimming and after-school activities include a gardening club and sporting clubs.

The good quality of care and the strength of the relationships between adults and pupils, promote good progress in personal skills and a sense of happiness amongst the pupils.

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Tenacious support for individuals has ensured that pupils with behaviour needs and severe learning difficulties are included in learning and that behaviour in lessons is good. Guidance for pupils, especially when they are about to move to the next stage in their learning and pupils' responses supported this view. This ensures that pupils approach these times with confidence, secure in their ability to move on well. Programmes to support pupils whose circumstances make them vulnerable are proving effective and partnerships with other adults and agencies are contributing well to the progress of these pupils.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders and managers are supported successfully to develop their skills. Senior leaders are effectively encouraged to develop their skills and they share the headteacher's drive and ambition for improvement. Leaders now monitor teaching and learning effectively. Supporting all this, is the careful work of a committed headteacher, aided by close support from senior colleagues and a good and experienced governing body. The governing body provides effective challenge and support. A sense of purpose has been created so that every member of staff who returned a questionnaire said that they were proud to be a member of staff at Kingsacre Community School. Pupils are safe and policies are in line with government requirements. The school is keen to ensure that all safeguarding practices are more rigorous. With this in mind, the headteacher and members of the governing body have plans for a systematic review of the safety of the physical environment so that all pupils and adults have a sharper understanding of what may constitute a risk to safety for all. Teachers' plans and whole-school development planning are securely based on accurate data gathered from careful tracking of the pupils' progress. Intervention for pupils who may be falling behind is very effective and data show that these pupils catch up rapidly and are soon progressing well again. The school promotes equal opportunities and tackles any discrimination well and because the school is so inclusive all groups of pupils make good progress. ♦

Community cohesion is promoted satisfactorily. The school is a friendly and welcoming place and links with the local community are good. Local partnerships, especially with other schools and agencies, are strong. Learning about other cultures and religions is relatively weaker and there are few links to other schools and providers who could help the pupils to learn more. In discussions, pupils did not show good understanding of other religions and cultures and display work around school does not further that understanding.

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*These are the grades for leadership and management*


<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good leadership, teaching and caring relationships lead to children being happy and enthusiastic about their work and play in Reception. There are a considerable number of activities which promote interest and enjoyment and the outdoor environment is stimulating. Day-to-day assessment of children is careful and longer-term tracking is good. Teachers and support staff ensure that there are effective transition arrangements between Reception and Year 1. These all lead to a number of positive outcomes:

- behaviour is good
- activities suit the needs of individual children
- the children's social skills are good, they gain in confidence quickly and they are well-prepared to start school
- the majority of children attain higher than average attainment for their age by the time they start Key Stage 1
- the progress of all groups of children is good in all areas across the Early Years Foundation Stage.



The classroom displays lack exciting vocabulary, which means that more-able children do not always make the progress of which they are capable in communication, language and literacy. 



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

There was a well-above average response rate to the questionnaires, with almost three-quarters of all parents and carers responding. Of those parents and carers who returned questionnaires, almost all were pleased with all aspects of the school's work. Inspection findings support these positive views. A few parents and carers expressed concern about the safety of a few aspects of the physical environment of the school. Inspectors investigated these and as a result, those concerns were acted upon immediately by the school during the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingsacre Community 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 159 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	65	53	33	2	1	0	0
The school keeps my child safe	92	58	66	42	0	0	0	0
My school informs me about my child's progress	71	45	76	48	6	4	0	0
My child is making enough progress at this school	77	48	73	43	7	4	0	0
The teaching is good at this school	108	64	54	34	1	1	0	0
The school helps me to support my child's learning	77	48	73	46	4	3	0	0
The school helps my child to have a healthy lifestyle	93	58	61	38	5	3	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)	78	49	65	41	0	0	0	0
The school meets my child's particular needs	66	42	83	52	3	2	1	1
The school deals effectively with unacceptable behaviour	60	38	87	55	2	1	1	1
The school takes account of my suggestions and concerns	63	40	80	50	5	3	0	0
The school is led and managed effectively	74	47	75	47	3	2	1	1
Overall, I am happy with my child's experience at this school	104	65	50	31	1	1	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



1st April 2011

Dear Pupils

**Inspection of Kingsacre Community School, Braunton EX33 1BQ**

Thank you very much for welcoming us so warmly when we inspected your school recently. It was good to see you enjoying your learning and achieving well. We were impressed by your good behaviour in lessons and around the school and we were particularly grateful to all those of you who took the time to talk to us.

Children in Reception make a good start and learn well before moving into Year 1. Older children and pupils take on responsibilities and contribute very well to things, such as 'Caribbean Carnival', which one of us enjoyed seeing at the Community College. We were pleased to see you leading healthy lifestyles and making healthy choices for your lunches and your snacks. You said that you enjoyed school and that is shown by your excellent attendance.

To do even better, we have asked the school to give you more opportunities to:

- practise the skills you have learned in English and mathematics, learn on your own and in groups, so that you can become really independent learners before you leave Kingsacre

and

- learn about other religions and cultures and to make links with pupils and children outside of the community in which you live.

You can help by always working well with each other. I am sure that the school, with your help, will continue to get even better. It was a pleasure to meet you all. Best wishes for your future success.

Yours sincerely

Paul Garvey

Lead Inspector

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