

# King's Meadow Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123011
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314454
<b>Inspection date</b>	10 March 2008
<b>Reporting inspector</b>	Anthony Green

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

---

<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 on roll</b>	
School	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Simon Robins
<b>Headteacher</b>	Mr Anthony Instone
<b>Date of previous school inspection</b>	24 November 2003
<b>School address</b>	Shakespeare Drive Bicester OX26 2LU
<b>Telephone number</b>	01869 323525
<b>Fax number</b>	01869 322505

---

<b>Age group</b>	4-11
<b>Inspection date</b>	10 March 2008
<b>Inspection number</b>	314454

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated pupils' achievement, especially for the more able in mathematics, the quality of teaching and learning, particularly for English, science and information and communication technology (ICT), the outdoor provision for the Foundation Stage, and pupils' personal development and well-being. In addition, evidence was gathered from discussions, school documentation and parents' questionnaires, to evaluate the school's arrangements for care, guidance and support and the quality of leadership and management. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a larger than average school in an area of predominately private housing, that is socially and economically mixed. The number of pupils eligible for free school meals is below the national average. Most pupils are from White British heritage. The proportion of pupils with learning difficulties and disabilities is below the national average. The proportion with a statement of special educational need is also below that found nationally. The number of pupils in each year group changes from year to year, with an overall declining roll. Local community groups make very good use of the school.

The school has gained the Oxfordshire Healthy School Award, the Activemark and the Football Association Charter Standard.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This outstanding school is justifiably held in high regard by the overwhelming majority of parents. As one perceptively commented, 'King's Meadow is a lovely school with fantastic staff. They have looked after my children through primary school with confidence and capability. You could not ask for a better environment for young children.'

The headteacher sets very clear direction for the school. He is very ably supported by his well informed and experienced deputy, all staff and the governing body. A real strength of his leadership is the way he has established high quality teamwork and commitment at all levels, which ensures everyone plays an integral part in moving the school forward.

This is an extremely caring school where a very high and successful regard is paid to pupils' personal development and well-being. The excellent start children make in the Reception classes is built on throughout the school. The outstanding care, guidance and support draw on the close links with parents and outside agencies. As a result, pupils feel very safe and happy and their behaviour is exemplary. They enjoy school, which results in good attendance. As one pupil said, 'This is a good school. The teachers are really nice and friendly. We all get on well together.'

Standards on entry are below average. Pupils make very good progress throughout the school because of the excellent quality of teaching, which is reflected in the very high standards and achievement by the end of Year 6 in English, mathematics and especially in science, which is a real strength of the school. Outstanding teaching ensures that work is well matched to the needs of all pupils, including those with special needs and the more able. Comprehensive assessment information ensures that work is both challenging and enjoyable. However, not all pupils are fully involved in the self assessment of their work and the setting of personal targets for improvement. Very well-informed teaching assistants are also integral to teaching and give very good support, especially for set groups in English and mathematics. As a result, all groups of pupils achieve as well as each other and are very well prepared for their transition between each stage of learning and on to secondary school. Information and communication technology (ICT) is used very well to support teaching and learning. Interactive white boards add stimulus and interest to lessons and are used with confidence by teachers and pupils. A very well appointed computer suite supports the development of pupils' ICT skills and links with other subjects. For example, a superb Year 6 lesson was observed where floor robots and mathematical programs were used very effectively, and in a very enjoyable and challenging way; this helped develop pupils' understanding of internal and external angles of mathematical shapes.

The outstanding curriculum is enriched by a superb range of activities, including visits and visitors and a Year 6 residential visit to a centre in Herefordshire. Pupils also have the opportunity to attend activities at other schools through the 'Bicester Children's University' initiative. The high quality displays around the school celebrate the links between subjects. For example, a topic on the Tudors involves high quality art work, well-made models of Tudor houses, literacy, numeracy and ICT presentations. These very well planned links also contribute to pupils' very high levels of achievement and enjoyment.

Pupils have a first-rate understanding of the need to lead healthy lives. Play and lunch times are active parts of the school day. All classes participate in two hours of physical education a week, which is enhanced by a wide range of after school sports clubs. Pupils know the value of eating healthily. The school does not provide hot lunches and so all pupils bring a packed

lunch. They have a very good understanding of why they should include fruit and a healthy drink.

Decisions made by the school council are not only reflected in the daily life of the school but extend into the wider community. For example, they talk with pride about using pupils' recipes and poems to produce a cookery book and a poetry book, which were sold to raise money for indoor and outdoor games equipment. They also support a number of national charities each year.

The headteacher, leaders and staff are excellent role models. They have a very good knowledge of the pupils' needs. This has a considerable impact on pupils' exceptional progress. Governors have an excellent understanding of their role in the school's development and hold leaders to account. The experienced chair has a very good knowledge of the strengths and weaknesses of the school. The school is accurate in its self-evaluation of its performance. Issues from the previous inspection have been addressed well. The school is very well placed to maintain its current very high standards and to continue to build on its success.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children have an excellent start in the Foundation Stage because of the outstanding provision. They enter the nursery class with knowledge, skills and understanding below that expected for their age. They settle quickly and make a good start because of the rich curriculum and excellent teaching. Pupils achieve well and make rapid progress in the Nursery and Reception classes. Their personal development and well-being are excellent. They are encouraged to develop their skills of independent learning through well-organised and practical activities. The quality of leadership and management in the Foundation Stage is excellent. The Foundation Stage co-ordinator teaches in the Nursery and Reception class. This supports the planned continuity of pupils' learning through her first hand understanding and is also ensuring consistency of teaching. Children enjoy a diverse range of outside activities. However, space is very restricted and only the nursery classrooms have a covered area and well-developed outside space, which the Reception class share. This will improve when plans to reorganize classrooms and the outdoor space for the Foundation Stage are put into place. All children, including those with learning difficulties, are cared for, guided and supported extremely well.

## **What the school should do to improve further**

- Improve the outdoor provision in the Foundation Stage for Reception children.
- Ensure that there is a consistent approach to pupils' involvement in evaluating their work and in setting their own targets for improvement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

18 March 2008

Dear Pupils

Inspection of King's Meadow Primary School, Bicester, OX26 2LU

Thank you for the very friendly welcome when I visited your school and for making my day such an enjoyable one. So many of you told me that you go to a very good school and I agree. I even think you go to an outstanding school. That means it is excellent and does everything it can to help you develop into mature young people. I was impressed by many things. These are just a few of them:

- you learn quickly and by Year 6 you do extremely well in the national (SATs) tests
- your behaviour is excellent and you get on very well together
- teaching is outstanding, which is why you do so well
- you know how to keep safe and how important it is to stay fit and healthy
- your school council plays an important part in the running of the school
- your headteacher, senior staff and your governors are excellent in the way they lead your school.

Even in an outstanding school there are things that can be improved. I have asked your headteacher, governors and staff to:

- improve the outside play area for your Reception class'
- give you all more opportunities to be involved in the marking and assessing of your own work and in setting your own targets for the future. Many of you already do this very well but not all of you are given the same opportunity.

I wish you all lots of success for the future and thank you again for making my visit such an enjoyable one.

Yours sincerely

Anthony Green

Lead Inspector