

# Kingsholm CofE Primary School

Guinea Street, Gloucester, Gloucestershire, GL1 3BN

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Good	2
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher's excellent leadership is strongly supported by an effective deputy headteacher, very knowledgeable governors and by staff at every level in the school.
- Pupils achieve well and the profile is rapidly improving. Pupils make impressive gains in their personal and social development and in their speaking and listening skills to become confident, independent learners.
- The curriculum is exceptionally well matched to the pupils' needs and provides pupils with a wide range of learning opportunities and experiences, including numerous exciting visits, clubs and activities.
- Pupils' behaviour and attitudes to learning are outstanding. Relationships are a real strength. Pupils feel very safe and respect the staff, themselves and each other. The school provides pupils with an exceptionally caring and nurturing environment which is fully appreciated by parents and carers.
- Staff work very hard to ensure that the learning activities they provide are matched to the individual needs of pupils.
- Outstanding teaching means that, after an excellent start in Reception classes, pupils continue to build on their skills year by year as they move through the school.

## Information about this inspection

- Inspectors observed 30 lessons. Five of these lessons were observed jointly with the headteacher or deputy headteacher. In addition, inspectors heard pupils read and scrutinised their work.
- Meetings were held with pupils, governors, a local authority adviser and the school’s staff, including senior and middle leaders.
- The views of 51 parents and carers who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents and carers at the start of the school day. The inspectors also received and considered the views of 52 staff in their completed questionnaires.
- The inspectors observed the school’s work and looked at a number of documents including: the school’s self-evaluation and planning for improvement; the information the school keeps on pupils’ current progress and achievement; reports on the quality of teaching; teachers’ planning and work in pupils’ books; records relating to behaviour and attendance; and the school’s safeguarding information.
- The inspection team observed morning playtime and lunchtime activities, and attended two assemblies.

## Inspection team

Sarah Somers, Lead inspector	Additional Inspector
Rowena Green	Additional Inspector
Cliff Maine	Additional Inspector
Lesley Voaden	Additional Inspector

# Full report

## Information about this school

- The school is much larger than the average primary school.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in local authority care, those known to be eligible for free school meals and children from service families, is above average.
- The proportion of pupils from minority ethnic heritages and Travellers is well above average.
- The proportion of pupils at an early stage of learning English is average.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is just below average.
- A much higher proportion of pupils than nationally join the school at a later starting point than Reception, with many joining well into Key Stage 2. The school also has a number of pupils leaving part-way through their primary education and then returning to the school at a later date.
- The school is part of the Gloucester Schools' Partnership, consisting of 38 primary schools and one secondary school. The headteacher is one of the two the strategy leaders and takes a leading role in the partnership.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Implement plans to build further on success in pupils' achievement in writing by:
  - ensuring all teachers consistently provide opportunities for pupils to respond to written comments in their marked work and also have opportunities to review other pupils' written work.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well. Children enter the Early Years Foundation Stage with skills and knowledge which are significantly below the levels typical of their age. They make strong progress and gain extremely positive attitudes to learning during their first year at school. Most pupils continue to make outstanding progress throughout the rest of the school, especially in their personal, social and emotional development.
- However, some lengthy periods of absence disrupt the education of the well above average proportion of Traveller pupils in the school and this has a negative effect on their overall progress. In addition, the effect of some extended visits abroad by families from minority ethnic heritages has restricted the overall attainment of both these groups of pupils. However, the school caters extremely well for these pupils, including those whose first language is not English, and for Traveller families and ensures that when they are in school they make good progress. Parents and carers are very appreciative of the support their children receive.
- The school also has an above average number of pupils who join the school at a later starting point than Reception. Many join in Key Stage 2 and a higher proportion than average have additional educational needs. The school also caters for pupils who leave the school and then return at a later time in their primary education.
- As a result, the attainment and achievement of different groups of pupils tend to vary. However, pupils generally make good progress and achieve broadly average levels of attainment at the end of Year 6 from their starting points in all areas. Achievement is good overall and is rapidly being improved; pupils who had been in the school since Year 2 attained above the national average in mathematics and English in 2012 at the end of Year 6.
- Pupils' progress in mathematics has been significantly above the national average for the last two years. Assessments for the current Year 6 show that attainment and progress will rise in 2013.
- School data for most pupils currently in the school show they achieve well from their significantly below average starting points and that there has been notable improvements in rates of progress. Learning observed in lessons and work seen in pupils' books demonstrate that most pupils make outstanding progress, especially in mathematics.
- Pupils' reading skills are developing very well. Pupils who read to inspectors were enthusiastic about reading. By the end of Year 6, many pupils have made better than the expected progress in developing their reading skills.
- The attainment of disabled pupils and those with special educational needs shows that those who have been at the school for some time and attend school regularly make rapid progress from their starting points. This is because they benefit from the additional personal support aimed at helping them meet their specific needs. These pupils receive focused support, both in classes and in the Tree House class for pupils with additional needs, to ensure they progress well and develop their learning. Many overcome their difficulties and are confident learners. The school has gained the Quality Mark for Achievement for All in recognition of its work for pupils with additional needs.
- Pupils take part in collaborative group work daily and work together to support each other's learning extremely well. Every opportunity is taken to develop pupils' speaking and listening skills and this ensures that pupils are confident in speaking publicly.
- The school promotes equal opportunities, fosters good relationships and tackles discrimination extremely well. Pupils who speak English as an additional language, disabled pupils and those who have special educational needs and who attend school regularly, make strong progress as a result of their needs being identified quickly. Well-planned support and activities help them to learn as quickly as other pupils.

Funding received by the school for pupils entitled to the pupil premium is used effectively to enhance the level of support for these pupils. As a result, the standards in English and

mathematics of pupils in Year 6 entitled to this funding were similar to the standards attained by other Year 6 pupils in the 2012 national tests. In common with others in their classes they made good progress. This positive profile is being maintained this year.

### **The quality of teaching is outstanding**

- Much of the teaching across the school is outstanding and it is never less than good. Rapid improvements to the achievement of pupils over time are a testament to the quality of teaching. Teachers have high expectations of all groups of learners. Teachers create a calm, welcoming and extremely positive learning environment which fosters good relationships and promotes high expectations of pupils' behaviour and achievement. Teachers have excellent relationships with pupils and know their classes well.
- Lessons are well planned to take account of pupils' starting points. Teachers plan appropriately to ensure that teaching is highly specific to the needs of pupils. Steps to success are created with the pupils so that they know how to achieve and how to improve their work, and progress ladders are used for next steps in their learning.
- Pupils gain from lessons that move at a brisk pace and which give them the opportunity to work in pairs and groups to learn from each other. Excellent learning habits are acquired starting from Reception, where pupils are already making choices and taking responsibility for their learning.
- Teachers ask pupils carefully chosen questions to keep them engrossed in each lesson, to consolidate learning and to challenge pupils' thinking by encouraging them to explain their reasoning. They also use questions well to assess understanding and ensure that all pupils are clear about what is expected of them.
- Additional adults are used very well to support learning throughout the school. Teaching assistants are an integral part of the teaching team and their support is effective and carefully used for maximum effect. They give excellent guidance and support, and extend pupils' learning in all parts of lessons including small-group and one-to-one sessions.
- Strong assessment systems across the school identify issues faced by particular groups of pupils. Pupils in the Treetops class and those receiving additional literacy, numeracy and child and family support, benefit from high-quality specialist guidance from the highly effective pastoral team. This support is greatly appreciated by parents and carers.
- The curriculum is rich and exciting and pupils have excellent opportunities to learn beyond the classroom. One class was observed using the outdoor environment which has natural resources, such as a willow tunnel, and the pupils were totally engaged in their learning. Staff develop independence and creativity particularly in the wide range of Kingsholm University and Kingsholm College activities such as art, music and sport which inspire and enthuse pupils.
- Teachers provide very effective written and verbal feedback to pupils to show how they can improve their work. Pupils have the chance to respond with their own comments and are very positive about this aspect of marking. Very occasionally a very small minority of teachers do not give pupils enough opportunity in writing for pupils to respond to teachers' comments, or to review other pupils' work.
- The overwhelming majority of parents and carers who responded to Parent View or who talked to inspectors are very happy with the standard of teaching in the school.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour and their enjoyment of learning are outstanding so that, when in lessons, they are able to get on with their work very well and learn extremely effectively. Pupils' exemplary behaviour is reinforced by warm and trusting relationships with staff. Pupils are polite and considerate. They are very welcoming and friendly to visitors.

- Pupils are eager to learn and are motivated by the exciting curriculum. They work together well in pairs and small groups.
- School records show that incidences of misbehaviour are very rare and pupils respond to the systems and rewards for behaviour which motivate them well. Pupils' levels of cooperation in lessons are extremely high because they are given plenty of opportunities to learn together in small groups and pupils are engaged by their learning.
- The school successfully promotes good relations and ensures discrimination of any kind is not tolerated. Pupils are confident of reporting incidents on the playground, secure in the knowledge that they will be dealt with. Pupils are proud ambassadors for the school and willingly take on responsibilities such as school council and school cabinet representatives.
- The school has rigorous attendance systems, procedures and processes and the school gives a high priority to encouraging pupils to attend regularly and most pupils attend well. Despite every effort by the school, a minority of pupils take extended leave in term time and this affects the school's overall attendance rates.
- Staff responses in their questionnaire, discussions with pupils and nearly all parents' and carers' responses on Parent View agree that if bullying should occur then staff would deal with it very effectively. Some pupils have significant behavioural and emotional needs, but because they feel valued by adults and other pupils, bullying of any kind, including physical and emotional bullying, is a rare occurrence.

## **The leadership and management** are outstanding

- The school is extremely well led by the headteacher who is ably supported by the deputy headteacher and senior leaders. Leadership is successfully shared across many levels. All staff enthusiastically work together to secure improvements. The school is very popular with parents and carers, including those from Traveller families who feel supported by the leaders and staff. There has been a sharp increase in the number of pupils attending the school since the last inspection and it is now a three-form entry school.
- The school development plan is clear, comprehensive and sets out clear priorities to enable the school to maintain and improve its overall effectiveness.
- Leaders are able to judge teaching accurately. They recognise the features of outstanding teaching and there is a close link between teachers' pay and the quality of teaching. Targets set for teachers have led to improvements in the quality of teaching in lessons.
- The headteacher, senior leaders, governors and all members of staff are highly ambitious and professional in their determination to help pupils achieve their full potential. Senior leaders have a thorough knowledge of how well individuals and groups of pupils are learning and making progress. This information is analysed and shared with the governing body very effectively. Any pupils at risk of falling behind are quickly identified and given the support they need to help them catch up.
- There is a strong sense of teamwork among staff. This was seen in the unanimous positive comments of staff in their survey and many commented about the teamwork and leadership in the school. Inspectors fully agree with the comment from a member of staff: 'Staff are galvanised to work together for the sake of the children.'
- The rich and creative curriculum, including the highly popular Kingsholm College and Kingsholm University where pupils are able to undertake a range of activities, meets the needs of pupils extremely well. This curriculum is outstanding in its relevance and interest for all pupils and is planned to encourage the potential of all pupils. The school holds national conferences and training for schools on curriculum development.
- Pupils are provided with a variety of valuable and exciting experiences. These include trips to places of interest and visitors to the school to stimulate pupils and broaden their horizons. Pupils learn about cultures and religions other than their own and show respect for different groups. Strong international links are in place. The school has gained the International Award for

schools. There are links to schools in Chile, Uganda and New Zealand. There are strong links in the local area and pupils were inspired by a recent visit by their choir to Gloucester Cathedral.

- There is no discrimination or exclusion of any pupil from any aspect of school life. The curriculum makes an outstanding contribution to their spiritual, moral, social and cultural development.
- Partnerships are a strength of the school. The school works very effectively through the Gloucester Schools' Partnership. Membership of the partnership provides training opportunities and shared resources and expertise. The headteacher is one of the two strategy leaders and takes a leading role in the Partnership. Staff expertise is used widely to support school leadership and contribute to improvements across the schools. The headteacher has been involved with the National College working as a National Support School and as a strategic partner in the local Teaching Schools Partnership.
- The school has ensured that its safeguarding policies and procedures are rigorous and meet all statutory requirements.
- The local authority provides light touch support to this outstanding school.

### **The governance of the school:**

- The governing body is very knowledgeable and individual governors have undertaken a range of training to support them in their role. Governors spend time regularly in school. They give the school excellent support and regularly ask school leaders searching questions about the school's effectiveness. They keep a very close check on the quality of teaching and its links to staff salary levels. Governors also make sure that very effective performance management systems are in place to ensure that teachers and the headteacher fully meet their responsibilities and targets. There are systems for tackling underperformance should it occur. The governing body regularly evaluates data on pupils' achievement. Governors also understand the impact that long-term absences by pupils, high mobility and the well above average proportion of pupils with additional needs have on overall school performance. Governors have an excellent and accurate understanding of the school's performance and how it compares to that of schools nationally. They closely monitor how the pupil premium is spent to provide extra support in small groups and one-to-one sessions. They are very aware of the reasons for the choice of spending.
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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

<b>Unique reference number</b>	115607
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	412465

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Hoad
<b>Headteacher</b>	Jan Buckland
<b>Date of previous school inspection</b>	13–14 March 2008
<b>Telephone number</b>	01452 530777
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