

Inspection of Kingsland CofE School

Kingsland, Leominster, Herefordshire HR6 9QN

Inspection dates: 17 and 18 January 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

'Let your light shine' is the deeply Christian vision that underpins the strong ethos and ambition set by leaders and staff. Pupils work hard, treat others with respect and broaden their skills and talents through the many opportunities offered. As a result, they flourish socially and emotionally, and also do well academically.

All pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, achieve at a high level in reading, writing and mathematics. However, their achievement and knowledge in other subjects are less well developed. This is because leaders have not identified the key knowledge and skills they want pupils to learn precisely enough, including in the early years.

Pupils' conduct around school and their attitudes to learning are excellent. They know the importance of treating everyone equally and understand why discrimination is wrong. Pupils feel safe. They understand the difference between isolated incidents and bullying. If bullying happens, leaders are quick to deal with it.

The school has achieved several prestigious awards in different subjects. These include the International School Award, a local music award and the School Games Platinum Award. Leaders are committed to offering a rich and diverse education beyond the classroom.

What does the school do well and what does it need to do better?

Leaders care deeply about pupils. They strive to raise their aspirations and develop their interests and talents through a well-designed and exciting curriculum. Pupils study a breadth of subjects. They learn about the world they live in and the importance of caring for it. Leaders have thought carefully about how to ensure that the curriculum meets the needs of pupils in mixed-aged classes. This is particularly successful in English and mathematics. However, important knowledge and skills are less well defined in other subjects. Occasionally, teachers drift from the intended curriculum, including in the early years. As a result, pupils do not build the skills and knowledge they need as effectively in all subjects or areas of learning. This issue has not been identified by some subject leaders.

Teachers have strong subject knowledge. They identify pupils with SEND early, and use this knowledge effectively to adapt the curriculum to meet their needs. Those with complex additional needs receive exceptional support, both in the classroom and from well-trained teaching assistants. Pupils are fully included in school life and achieve well. Teachers formally assess pupils at regular intervals. They also keep a daily check on how well pupils understand and complete tasks set. They are responsive to individual needs and provide immediate help to prevent pupils from falling behind.

Leaders understand that pupils need to be confident and fluent readers if they are to be successful. All staff are well trained to teach reading effectively. Nearly all pupils

reach the standards expected for their age. Ongoing and useful checks by staff ensure that anyone falling behind gets the help they need through 'keep-up' sessions. Pupils are encouraged to read at home and at school. Teachers cleverly use 'hooks' to whet pupils' appetite for books and develop their love of reading. For example, they read the first book of an exciting series and then encourage pupils to read the rest of the series themselves.

Phonics is introduced from the start in the early years. Children get off to a strong start in recognising letters and sounds. Staff provide relevant activities throughout the day to embed this knowledge. This supports children's early literacy, and pupils go on to achieve well in both reading and writing as they move through the school. Books are matched at the right level for pupils with different abilities.

Pupils take part in an excellent range of clubs and cultural visits. Leaders ensure that these opportunities are open to all pupils. Many learn to play musical instruments, including steel pans. High-quality musical productions and participation in sporting and religious activities are also key features of the enrichment curriculum. Pupils' personal development is also promoted through close links with the church and the wider community. Pupils readily take on additional roles and responsibilities. These wider experiences help build pupils' character, independence and maturity.

Staff and parents appreciate the support senior leaders provide and appreciate their approachability. Staff training is prioritised. Most teachers have achieved, or are working towards, additional professional qualifications. This shows their commitment to learning and to providing a high-quality education for pupils in their care. Governors provide the right balance of support and challenge for leaders. They use their expertise effectively to hold leaders to account and to drive further school improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that safeguarding is at the forefront of their work. Pupils are well looked after. Leaders have developed clear systems for checking that staff have the training they need to take the right action to keep pupils safe. Leaders keep meticulous records of any concerns that are raised. They ensure that these concerns are referred to the right authorities to protect pupils from harm. Recruitment checks are stringent and well organised.

Pupils feel safe and are taught about how to keep themselves safe. The curriculum and visiting speakers reinforce important safety messages, including about internet safety and stranger danger.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the key knowledge, skills and subject vocabulary they want pupils to learn and remember in some foundation subjects and some areas of learning in the early years curriculum. This means that some content is not sequenced as well as it could be, and learning does not build progressively as pupils move through the school. Leaders should identify the essential knowledge, skills and vocabulary that children need to know in these subjects so pupils can achieve as well as they do in English and mathematics.
- Senior leaders carry out regular checks on how well the English and mathematics curriculums are delivered and on how well pupils master the skills and knowledge needed to be successful. However, these checks are not carried out as effectively in the foundation subjects. Senior leaders should ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning, in their own subject areas.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116891
Local authority	Herefordshire
Inspection number	10228557
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair of governing body	Helen Webb
Headteacher	Stewart Debenham
Website	www.kingslandceprimary.com
Date of previous inspection	18 October 2007, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in January 2018, having previously been the deputy headteacher in the school.
- Numbers of pupils on roll have risen steadily over the years.
- There are five classes in the school, and pupils in key stages 1 and 2 are taught in mixed-aged classes.
- The school is part of the Church of England in the Diocese of Hereford. The school's last section 48 inspection was in March 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, subject leaders and the leader for special educational needs. Meetings were also held with six members of the governing body in school, and a representative from the local authority by telephone.
- The inspectors carried out deep dives in reading, English, mathematics and science. Inspection activities in these subjects included: lesson visits, discussion with staff and pupils, meeting with subject leaders and work scrutiny. The lead inspector also observed pupils reading.
- The inspectors considered a range of documents, including the school's self-evaluation and school improvement plan. Minutes of governors' meetings were also scrutinised. Inspectors also looked at records of behaviour, attendance and safeguarding.
- The inspectors observed pupils' behaviour in lessons and around school and talked to them informally about behaviour, bullying and welfare.
- The inspectors talked to parents at the end of the school day and considered the responses to Ofsted Parent View, and the free-text responses. They also reviewed the responses to the staff and pupil questionnaires and gathered the views of staff and pupils through discussion with these groups.

Inspection team

Heather Simpson, lead inspector

His Majesty's Inspector

Sue Parker

Ofsted Inspector

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