

King's Cagle Primary Academy

Inspection report

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|--------------------------------|--------------------|
| Unique reference number | 136759 |
| Local authority | N/A |
| Inspection number | 384799 |
| Inspection dates | 8–9 May 2012 |
| Lead inspector | Rodney Braithwaite |

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

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|--|---|
| Type of school | Academy |
| School category | Non-Maintained |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 23 |
| Appropriate authority | The governing body |
| Chair | John Griffiths |
| Headteacher | Peter Box, Paul Whitcombe and Paul Smith (executive headteachers) |
| Date of previous school inspection | N/A |
| School address | Kings Cagle Hereford HR1 4TZ |
| Telephone number | 01432 840267 |
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Introduction

Inspection team

Rodney Braithwaite

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed ten lessons or part-lessons taught by two teachers. Meetings were held with pupils, the executive headteacher, the assistant headteacher, teachers, and representatives of the governing body. The inspector observed the school's work and looked at safeguarding arrangements as well as other information, including policies, procedures, external evaluations, a range of pupils' work and school and federation development planning. A total of 16 questionnaires from parents and carers were scrutinised, together with questionnaires received from staff and pupils.

Information about the school

King's Caple is much smaller than the average-sized primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The proportion of disabled pupils and those with special educational needs is similar to the national average. The proportion of pupils joining and leaving the school at times other than usual is above that seen nationally. The school exceeded the government's floor standards, which set the minimum expectations for academic performance, last year.

The school has an Early Years Foundation Stage, which is combined with Years 1 and 2. The other class also has a mixed-age group comprising Years 3-6. The school is a member of Herefordshire Marches Federation of Academies, made up of five schools of varying sizes in the Hereford area. The schools share resources and are led and managed by three executive headteachers. The school is led and managed on a day-to-day basis by the assistant headteacher. The school provides a daily breakfast club.

Among its awards, the school has Artsmark and Active Mark.

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 | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key findings

- King’s Cagle is an outstanding school. As a small school, it benefits hugely from its membership of the Marches Federation of Academies. This has been a major factor in creating and maintaining the school’s outstanding achievement and behaviour of pupils, teaching, and leadership and management. The school has many strengths, notably the very individualised education and care it provides for its pupils, and the vibrant family atmosphere which permeates everywhere. Pupils and their parents and carers are exceptionally positive about their school and express much happiness about the education it provides.
- Almost all pupils make excellent progress so that over time most reach standards above or well above those expected in reading, writing and mathematics by the end of Year 6. The attention given to individual needs means that disabled pupils, those with special educational needs, and the gifted and talented all make similarly rapid progress towards reaching their full potential.
- Pupils’ behaviour is excellent both at school and at the many other schools and organisations they visit. They have positive attitudes to learning, are caring and respectful towards other pupils and adults, and know how to keep themselves safe. Their excellent personal development is strongly promoted by outstanding provision for spiritual, moral, social and cultural education, and by a wide and enjoyable curriculum, which is carefully matched to the needs of pupils in classes with wide age ranges.
- Teaching is outstanding, as is the contribution of all other members of staff. Teachers have excellent relationships with pupils and high expectations for achievement. The monitoring of teaching and learning is good, but recommendations for improvement are sometimes insufficiently specific.
- The leadership and management of the school, shared between two executive headteachers within the Federation, are exceptional. Leadership is enhanced on

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a daily basis by the highly effective management of the assistant headteacher.

What does the school need to do to improve further?

- Build upon existing good practice in the monitoring and evaluation of teaching and learning so that teaching is maintained at its present high standard, by:
 - leaders being more specific in formal observations as to how teaching can be developed further
 - giving more opportunities for teachers to reflect on their own practice and that of others by involvement in peer monitoring within the Federation.

Main report

Achievement of pupils

The majority of children entering the school have the skills expected for their age, although the ability range is broad. Children achieve outstandingly in all their learning in the Early Years Foundation Stage and their rapid progress continues in Years 1 and 2. For example, very effective learning was seen in two reading lessons using the sounds letters make (phonics), with very effective consolidation and building of new words. Consequently, they make excellent progress and most reach above average attainment in reading by the end of Year 2. Pupils also develop high levels of independent learning skills, for example using reading and mathematics programmes on computers. Over several years, pupils have consistently reached above average levels in writing and mathematics by the end of Key Stage 1.

In Key Stage 2, there has also been consistently high attainment for a number of years, reflecting outstanding progress. A small downturn in 2011 was explained by the specific make-up of a very small cohort. Present tracking and assessment information indicate that pupils once more will reach above average levels of attainment in English and mathematics by the end of Year 6. Importantly, all pupils are making exemplary progress because of the intensely personal nature of their learning. This applies especially to pupils who are disabled or have special educational needs. Their learning is planned very specifically with regular interventions and one-to-one support that greatly enhances learning.

Pupils talk with great enthusiasm of their learning experiences in drama, geography and science through contact with other schools. This results in excellent communication skills, and rising self-confidence in their preparedness for future challenges, with pupils from Year 6 expressing total readiness for 'moving on to the High School'. They also are reaching above-average standards in their reading by the time they leave, because they have many regular opportunities to read to adults, each other and independently. Parents and carers are unanimous that their children make at least good progress, one saying, 'This wonderful environment guides and stimulates my child at his own pace. The attention given to each child as an individual is superb'.

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Quality of teaching

All parents and carers indicated in their questionnaires that teaching in the school is good, enabling their children to make good progress, and especially, developing skills in communication and the basic subjects. Inspection evidence confirms these views, as do pupils, who express happiness with their teachers: 'They tell us how well we are doing, but also what we could do better'. Children have an excellent start in the Early Years Foundation Stage because teaching is often outstanding. The class teacher and teaching assistant form a very effective team, and the learning is notable for the individual attention given to each child. The organisation and planning of learning for these children, and for pupils in Years 1 and 2 in the same class, is exceptional. This is the main reason for their outstanding achievement, progress and development of independence and self-confidence. The organisation of learning is backed up strongly by detailed and extensive monitoring of progress and personal development.

Pupils in Key Stage 2 continue to make excellent progress. This too is mainly due to the very personalised knowledge of the needs of each pupil and the effective provision for each pupil combined regularly with outstanding teaching. This is especially evident in the provision for the needs of disabled pupils and those with special educational needs. Relationships between teachers and pupils are of a very high quality, being both trusting and respectful. Teachers are very effective in developing pupils' personal skills of confidence and resilience. This was observed in the Key Stage 2 class when pupils took turns in the 'hot-seat' and played their roles as seafarers in the past, such as captains and cooks, encouraging quick thinking and self-reliance. There is provision of a very wide range of learning opportunities through the large resources of the Federation, which includes regular visits from skilled teachers, for example, for gifted and talented pupils in mathematics. Teaching further enhances learning through many outside visits to other Federation schools, a sculpture park, 'showcaves', stables and residential trips to the Black Mountains.

Although much teaching is of very high quality, there are occasions when teachers do not move pupils on quickly enough to prepared extension work. Sometimes, too, variability in the presentation of pupils' work, particularly handwriting, is not picked up swiftly enough.

Behaviour and safety of pupils

Pupils are particularly keen to say that behaviour is good in the school most or all of the time, and almost all on their questionnaires took the time to write, 'There is no bullying in this school'. Pupils and children throughout the school learn and play in a very happy and harmonious family atmosphere. For example, every lunchtime the whole school sits down together, with youngest children eating and chatting next to the oldest pupils who are caring and protective, as well as helpful, with never a raised voice to be heard. This atmosphere of respect and care is very visible in the outdoor areas, in classrooms and around the school. Pupils are exceptionally

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cooperative and courteous, and are adept at managing their own behaviour. Pupils noticeably can be trusted to work independently, with little supervision and without disruption, because they have excellent attitudes to learning, and a genuine thirst for knowledge. The older pupils especially, have a detailed understanding of different forms of bullying they may encounter, such as cyber-bullying and know very well how to keep themselves and others safe. Children in the Early Years Foundation Stage settle quickly into school, and soon learn what is expected of them, especially through mixing continually with well-behaved older role models. The school has effective links with external agencies to meet the needs of any children whose circumstances may make them vulnerable or potentially disruptive pupils. Parents and carers unanimously agreed with the statements that their children feel safe in school and that behaviour is good with no disruption.

Attendance is consistently above the national average and the punctuality of pupils is excellent.

Leadership and management

The overwhelming ambition for the pursuit of excellence in this school is self-evident at each level of management and in the governing body. The executive headteachers continually strive to maintain the very highest standards of leadership and management. They have proved conclusively that high levels of achievement of pupils, including disabled pupils and those with special educational needs, excellent teaching and the outstanding care and personal development of pupils are being maintained, and even improved in some aspects. The school's evaluation and monitoring of teaching, mainly by one of the executive headteachers, is regular and accurate. However, there could be more emphasis on the further development of already excellent teaching, and opportunities for teachers within the school to be involved in monitoring. The successful and effective leadership of the school is enhanced by the calm day management by the assistant headteacher, who copes very well with both her teaching and management responsibilities. She, in her turn, benefits from the support of a very positive school staff and Federation personnel, who also share leaders' high aspirations.

The rich curriculum is carefully planned to avoid any repetition of previous work. Leaders provide pupils with excellent opportunities to develop their spiritual, moral, social and cultural education, through for example, values education, creative days and church and community links. As in many aspects, the school benefits from the mix of Federation schools, and pupils are able to learn frequently with pupils of other backgrounds and cultures. School leaders are accurate in their evaluation of the school's performance, and are flexible in adapting to changes and needs. The governing body, leaders and staff promote equal opportunities rigorously, and the school is fully inclusive with no evidence of discrimination. The school provides a daily well-managed and friendly breakfast club for its pupils.

The governing body supports and challenges the school effectively, and is proud of the very personal approach to the education of the pupils in the school. They meet

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their safeguarding duties effectively, and ensure that pupils are kept safe. There is excellent regular engagement with all parents, who feel that the school responds well to any concerns they may have, and that it meets the needs of their children. The school is exceptionally well-placed to maintain a high standard of education, while always seeking improvement.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



10 May 2012

Dear Pupils

Inspection of King's Caple Primary School, Hereford, HR1 4TZ

I had a really marvellous time on my recent visit to your school. I was so pleased to see you enjoying your learning, particularly all the reading that you were doing, including your phonics lessons. It was also good to hear about your visits to other Federation schools, and the many educational outings you have; the residential trip to the Black mountains in Year 6 sounds very exciting and will be a real challenge. I was delighted to see how well you all looked after each other-you told me you are a great big family, and I believe you.

You go to an outstanding school, where your achievement is excellent and you nearly all reach levels above or well above average for your age by the time you leave. You are extremely well looked after and know how to keep yourselves safe. You also behave exceptionally well, and I was pleased that so many of you told me very clearly that there is no bullying in your school. Your attendance is very good and you all seem to be punctual for school and lessons. You have exceptional teachers and teaching assistants, who all know exactly how well you are doing and how you can get better. The school has very good leaders, which includes headteachers from other schools and your own assistant headteacher.

I have asked that they try and improve something, as you know that no-one is perfect! When leaders watch lessons and talk to teachers, I have asked them to be a bit more detailed in making suggestions to help them teach even better than they do already. I have also suggested that all teachers have opportunities to watch each other, which is always really helpful if you are looking for ideas. Perhaps you too can help by sometimes telling teachers how you think they could help your learning even more. I hope you all continue to enjoy school as much as now, and keep looking after your big 'school family'.

Yours sincerely

Rodney Braithwaite
Lead inspector

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