

Inspection of a school judged outstanding for overall effectiveness before September 2024: Kingfisher Primary School

Kingfisher Drive, Houndstone, Yeovil BA22 8FJ

Inspection dates:

3 and 4 December 2024

Outcome

Kingfisher Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Daniel Glentworth. This school is part of Preston Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Bernie Green, and overseen by a board of trustees, chaired by Mike Kerrigan.

What is it like to attend this school?

Pupils flourish at Kingfisher Primary School. They are happy and meet the school's high expectations for their academic achievement and personal development. Pupils achieve exceptionally well. They have a thirst for learning and a firm resolution to embrace the school's motto and 'be the best that they can be'. They are prepared superbly well for the next stage of their learning.

Pupils are excited to come to school. This is reflected in their high attendance. Their conduct is exemplary. Pupils treat each other with great care and consideration. They are committed to looking after each other and understand their shared responsibility to make the school a happy place for all. Pupils take pride in their work. In lessons, pupils listen exceptionally well to their teachers.

Pupils play a highly active role in their school. They take on leadership roles such as school councillors, digital leaders and well-being champions. Through opportunities such as these, pupils learn that they can make things happen. For example, members of the arts council arranged and hosted an art exhibition in the local community centre. This has helped to build their confidence and a sense of citizenship.

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

The school has designed an exceptional curriculum from Nursery to Year 6. Every aspect has been expertly crafted. Knowledge and skills build sequentially over the years. Across subjects, teachers use their detailed subject knowledge to inspire and motivate pupils. In art, for instance, pupils enthusiastically apply their knowledge of Lowry's techniques to create degrees of shade in their own charcoal drawings.

The school has created a culture of ambition and continuous improvement for staff and pupils alike. Staff benefit from highly effective training. They support pupils to build on their prior learning and to make links with new content. In mathematics, for instance, pupils use their knowledge of fractions to solve more complex problems.

Staff are adept at checking what pupils know. This enables staff to identify and address any gaps in pupils' learning before moving on to new content. Staff have a strong understanding of how well pupils are learning the curriculum. Pupils revisit key knowledge to deepen their understanding further. Any misconceptions are addressed swiftly and successfully. This helps pupils to develop rich knowledge over time. The school identifies pupils with special educational needs and/or disabilities early. It ensures that they get the adaptations and support they need to succeed.

The school has prioritised reading. Children in the early years enjoy listening to stories and joining in with rhymes. They benefit from high-quality conversations with staff. This helps to build their language development. Children sustain high levels of concentration. They enjoy learning, are highly motivated and are eager to join in.

Children learn to read as soon as they start school. The books pupils read match the sounds they know. Staff ensure that pupils who have fallen behind quickly gain the knowledge and skills they need to become confident, fluent readers. Older pupils read with engagement and develop a sophisticated appreciation of different texts.

The school consistently promotes the extensive personal development of pupils. At its heart is building understanding about active citizenship. There is a determination that all pupils benefit from the rich set of experiences provided. This is fully realised. Opportunities for development are coherent. They deepen pupils' knowledge. For example, pupils visited Downing Street and met the 'tree council' to further their understanding of sustainability. Visiting speakers enhance the curriculum and help make pupils' learning memorable.

Pupils learn about diversity and equality. They develop their talents and interests through a wide range of clubs such as football and choir. They take part in carefully considered careers activities and enterprise opportunities, designed to develop their aspirations. Pupils appreciate the confidence this gives them. They are exceptionally well prepared for life beyond the school.

Pupils' behaviour is excellent. They are resilient when faced with challenges. Pupils work hard during lessons. The school ensures that attendance is of paramount importance. It is

proactive in quickly identifying and addressing any rare instances where attendance is not as high as the school expects. It provides very effective support for pupils and their families. This results in high rates of attendance across the school.

The trust and the governors share the school's vision. They support and challenge leaders and maintain the highest aspirations for pupils. Staff are proud to work at the school. They feel supported with their workload and well-being. Parents and carers value opportunities to get involved in school life through workshops and celebration events. They are overwhelmingly supportive. One parent, reflecting the views of many, said, 'The school provides outstanding educational opportunities. Children feel safe, happy and cared for.'

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 2019.

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 information from Ofsted Parent View 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142326
Local authority	Somerset
Inspection number	10344696
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	Board of trustees
Chair of trust	Mike Kerrigan
CEO of the trust	Bernie Green
Headteacher	Daniel Glentworth
Website	www.kingfisherschool.org
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Preston Primary Academy Trust.
- The school runs a breakfast and after-school club for pupils.
- The school runs a pre-school provision on site for two- three- and four-year-olds.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher, other leaders, the special educational needs and disabilities coordinators, a representative of the board of

trustees, the CEO and members of the local governing body.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector considered responses to the staff survey and Ofsted Parent View, including the free-text comments. She also spoke to parents at the start of the school day.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

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