

Kingsclere Church of England Primary School

Inspection report

Unique reference number	116295
Local authority	Hampshire
Inspection number	379230
Inspection dates	1–2 February 2012
Lead inspector	Lynn Alexander

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Tracy Stratton
Headteacher	Duncan Wood
Date of previous school inspection	7–8 November 2006
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Age group	4–11
Inspection date(s)	1–2 February 2012
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Introduction

Inspection team

Lynn Alexander

Additional inspector

David Edwards HMI

Her Majesty's Inspector

This inspection was carried out with two days' notice. Thirteen lessons were seen and inspectors made short observations of pupils engaged in group work. Nine teachers were observed over a period of nine hours. In addition meetings were held with pupils, members of the governing body, the headteacher, the senior leadership team, staff and a representative of the local authority. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 114 questionnaires that had been returned by parents and carers, 116 questionnaires from pupils and 18 received from staff.

Information about the school

Kingsclere Church of England Primary is an average sized primary school. Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average, as is the proportion of those who speak English as an additional language. A very small proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average. The proportion of pupils with a statement of special educational needs is below average. The Early Years Foundation Stage provides for 35 children, in a Reception class and a mixed class of Reception children and Year 1 pupils. The school meets the current government floor standards, which are the minimum expectations set for pupils' attainment and progress in English and mathematics. There is an after-school club that is managed by a private provider and is inspected separately.

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement of pupils and the quality of teaching with particular reference to Key Stage 1.

- This school is not providing an effective quality of education for all its pupils. Although pupils achieve above average standards by the end of Year 6, those in Years 1 and 2 make inadequate progress. This is because the quality of teaching is not good enough, senior leaders do not analyse data effectively to identify gaps in pupils’ learning so that underachievement is not tackled quickly.
- Following a good start to their education in Reception, pupils start Key Stage 1 with skills and abilities that are broadly average.
- The quality of teaching is too variable, with not enough that is securely good. Pupils’ work is marked carefully but insufficient time is given for them to respond to feedback. Consequently, pupils lack opportunities to take responsibility for their own learning.
- Tasks set for pupils, including those of higher ability and pupils with disabilities or special educational needs, are not focused sharply enough, and the next steps in their learning and progress towards targets are not measured with sufficient accuracy.
- Pupils’ positive attitudes to learning and their good behaviour are strengths within the school. Appropriate systems are in place to ensure that pupils are kept safe and secure at school. However, a small minority of parents and carers say there are occasions when insufficient information is provided for them to be fully engaged in the life and work of the school. Inspectors agree with their views.
- The carefully planned and balanced curriculum ensures pupils gain a broad

musical experience and regular visits to places of interest. Meaningful links with local churches and a school in Uganda further contribute to pupils' good spiritual, moral, social and cultural development.

- The overall quality of leadership and management is satisfactory. School improvement plans correctly identify areas for development, and these form the basis of the school's satisfactory capacity to improve. The governing body is fully aware of what needs to be done to continue the school's development. They have demonstrated satisfactory strategic leadership, for example, in relation to staffing.

What does the school need to do to improve further?

- Raise attainment in Key Stage 1 by:
 - ensuring that the quality of teaching is consistently good or better
 - ensuring accurate data from the monitoring of pupils' work are used promptly to inform teachers' planning so that lessons provide for the learning needs of all pupils, including the more able and those with special educational needs and/or disabilities
 - ensuring that teachers provide pupils with regular opportunities to reflect on and respond to the marking and feedback in their books so that they can develop a growing sense of responsibility for their learning and improve at a faster rate
 - ensuring that teaching engages pupils in their learning and enables them to become increasingly independent in using skills in reading, writing, communication and mathematics across the curriculum.
- Improve the quality of leadership and management by:
 - introducing more robust monitoring of pupils' learning in Key Stage 1, including even more effective analysis of pupils' progress data to ensure pupils make faster progress
 - ensuring that teaching and learning, especially in Key Stage 1, are even more systematically monitored with regular feedback provided to teachers to help them improve pupils' learning and accelerate their progress

Main report

Achievement of pupils

The vast majority of parents and carers consider that their children make good progress in school. This is the case in the Early Years Foundation Stage but pupils' progress across Key Stages 1 and 2 is inconsistent. When pupils join the Early Years Foundation Stage, the starting point of most is broadly in line with or just below what is expected for their age. Children's strengths and needs are assessed accurately and the curriculum is adjusted appropriately. For example, children demonstrate their emerging reading and writing skills by playing 'librarians' and use their developing mathematical knowledge in solving problems in construction activities. Consequently, they make good progress overall and begin Key Stage 1 at

broadly average levels in most areas of learning. When they leave the school at the end of Key Stage 2, pupils' attainment is above average in English and significantly above average in mathematics. However, Key Stage 1 teacher assessment data, the school's current monitoring data and observations of learning in lessons during the inspection confirm that pupils' attainment is below average and that pupils' progress in Key Stage 1 is inadequate. Standards of attainment by the end of Year 2 have declined in recent years and show little sign of improving. This is reflected in the slow progress pupils make towards their end-of-Key Stage 1 targets. Pupils in Key Stage 1 read willingly to inspectors and, although the effectiveness of the teaching of phonics is satisfactory, standards in reading at the end of Key Stage 1 have declined and are now below average. Attainment in reading at the end of Key Stage 2 is above average.

There is a significant difference in the attainment of boys and girls, particularly in writing. This was an area for improvement identified from the previous inspection that still remains. Consequently, pupils in Key Stage 1 are not sufficiently prepared for their next stage in learning. For example, pupils demonstrate satisfactory phonic knowledge but they are not always able to apply this knowledge in their independent reading and writing. The impact of interventions introduced by the school to raise achievement indicate that only a minority of pupils in Key Stage 1, including those with disabilities or special educational needs, make the required progress to close any gaps in their learning. Documentary evidence and observations from lessons indicate that pupils currently in Key Stage 2 make only satisfactory progress over time which reflects a legacy of weak teaching. However, there is good progress made in Year 6 and pupils are on track to meet their targets for the end of Key Stage 2. This is mainly because pupils have the opportunity to acquire knowledge, develop literacy skills and practise their writing, as demonstrated in a lesson where they learned to use persuasive writing.

Quality of teaching

As a result of weak teaching over time, groups of pupils currently in Years 1 and 2 are making insufficient progress. Teachers have positive relationships with pupils, and inspectors saw some good teaching during the inspection. This was typified by good subject knowledge and effective teaching strategies which enthused and engaged the pupils who responded with diligence and confidence. This was demonstrated well in a mathematics lesson where the teacher asked questions that encouraged the pupils to consider a range of strategies to solve some challenging problems that extended their learning. The vast majority of parents and carers consider that their children are taught well at school. However, the quality of teaching is inconsistent.

Too often, tasks that are provided for pupils in lessons do not match their needs closely enough. This is because the assessment of pupils' current levels of achievement is not always up to date. Consequently, for some pupils, including those with disabilities or who have special educational needs, activities are too difficult or, for more able pupils, there is insufficient challenge. Also, teaching assistants are not always equipped to provide accurately targeted support for all pupils. Teachers sometimes talk for long periods of time. Consequently, the pace of learning slows and opportunities are missed for pupils to develop independence in using and

applying their skills. Most teachers mark pupils work regularly and identify what pupils need to do to improve. This is particularly the case at Key Stage 2. However, pupils are not often given enough time to reflect on their work or correct it. Therefore opportunities are missed for pupils to be actively engaged in their learning and this impedes their progress. Recent curriculum developments provide interesting topics for pupils to study and this contributes strongly to pupils' spiritual, moral, social and cultural development. This was evident in lessons observed and in discussions with pupils around the school. For example, in a Key Stage 2 lesson pupils prepared a debate about tourism linked to their knowledge of Uganda where the school has developed close links with another school. Pupils in Year 2 demonstrated great excitement when making finger puppets linked to their study of traditional tales in English lessons.

Behaviour and safety of pupils

Pupils are respectful, polite and friendly to adults and to each other. The school is a well-ordered and harmonious community. As one parent commented, 'The school has such a lovely, inclusive atmosphere. Assemblies run so smoothly with well-behaved happy children.' Pupils work and play collaboratively, from the youngest children who readily share and take turns to the oldest pupils who compose their own music with encouragement for each other. Pupils speak confidently on behaviour and safety within the school, give their views on harassment and different types of bullying and show respect for, and courtesy towards others. They demonstrate a strong moral code that reflects the good provision made for pupils' spiritual, moral, social and cultural development. Pupils are able to understand and respond to risk. For example, they have good knowledge and understanding of what constitute unsafe situations, such as a good awareness of internet safety. Pupils show their enjoyment of school through their consistently above average attendance and good punctuality. The large majority of pupils think behaviour in school is good. Teachers all make their high expectations of pupils' behaviour clear and, as a result, the overwhelming majority of pupils behave in an exemplary way in class and around the school. However, very occasionally, pupils' attention wanders, especially when the level of challenge in a lesson does not meet their needs. Almost all parents and carers say their child feels safe at school. Incidents of bullying are rare and the school demonstrates that it tackles any incidents appropriately. However, a few parents and carers feel that senior leaders do not sufficiently address their concerns regarding behaviour.

Leadership and management

Most leaders and managers fully understand the strengths and areas of weakness of the school and what is required to deliver improvement. Consequently the overall quality of leadership and management is satisfactory. Improvement plans reflect accurate priorities and identify opportunities to influence and shape practice and improve pupils' achievement. However, while assessment data is collected, the outcomes are not always shared, evaluated or acted upon quickly enough to address areas of weakness, for example in Key Stage 1. Senior leaders systematically monitor the quality of teaching through performance management. The impact of this on pupils' achievement and attainment is less evident in Years 1 and 2. Teachers do not receive enough accurate feedback and are not helped to improve their practice

through a programme of professional development.

Senior and middle leaders make a satisfactory contribution to the school's capacity to improve. For example they have undertaken joint lesson observations with a local authority adviser and demonstrated secure judgements on the quality of teaching in joint observations with inspectors. They have created an exciting curriculum which motivates pupils and also engages parents and carers in their children's learning. As one parent commented, 'The integrated curriculum is working well and offers the pupils the opportunity to see the interconnection between information.' Capacity to improve is demonstrated in above-average attainment at the end of Key Stage 2 that has been sustained. Pupils currently in Year 6 are on track to maintain these standards. The Early Years Foundation Stage provides an appropriate curriculum for the youngest children, based on a good knowledge of their starting points. This has also led to improvements in children's achievement over time, particularly in the areas of personal, social and emotional development and communication, language and literacy. This is reflected in pupils' good behaviour and positive attitudes to learning that are strengths of the school. The curriculum is satisfactory because it reflects pupils' interests and aspirations and is generally matched to their needs. The governing body has an accurate view of the school's strengths and weaknesses. Members know the school well and use their professional skills effectively to provide support and challenge.

There are good links between the school and other providers, including another school that supports pupils in learning to play musical instruments. Parents and carers support the school in many ways, participating in activities such as assemblies, lessons and educational visits that reflect the school's strong commitment to pupils' spiritual, moral, social and cultural development. The school's arrangements for safeguarding pupils give no cause for concern. However, although parents and carers are welcomed into school and members of the governing body are approachable, a small minority of parents and carers who completed the inspection questionnaire raised concerns about a lack of communication on a range of matters, including their children's progress and welfare. These concerns were shared with the school and, where appropriate, are commented on in this report.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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.
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.



3 February 2012

Dear Pupils

Inspection of Kingsclere Church of England Primary School, Newbury RG20 5RE

Thank you very much for the friendly welcome you gave us when we visited your school. We enjoyed talking with you and seeing you at work and play. We particularly enjoyed talking to you about what it is like to be a pupil in your school, hearing you read and listening to the music that you were making. This letter is to tell you what we found out. Your school is a very caring one but it is not as good as it should be. This means we have given the school a 'notice to improve' and other inspectors will come to check on how quickly your school is improving. Here are some of the good things about your school:

- you behave very well and you are helpful, thoughtful and polite
- you work hard, especially when the lessons are interesting and you are able to use your own ideas
- you enjoy an exciting curriculum and use the skills you have learnt, for example in making good models, and having great fun playing musical instruments
- you are interested in other people and their lives, such as the children in the school in Uganda that you are getting to know.

To help your school improve more quickly we have asked your headteacher and senior leaders to:

- make sure more of you reach the standards you should by the time you leave Year 2
- keep a closer check on how well you are doing
- visit your lessons regularly to make sure that teaching and learning are good or better so that you are helped to make good progress
- make sure that when teachers mark your work you know what you need to do next and have time to improve your work.

We wish you all the very best for the future.

Yours sincerely

Lynn Alexander
Lead inspector

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