

Kineton CofE (VA) Primary School

King John's Road, Kineton, Warwick, CV35 0HS

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few pupils reach higher levels in mathematics, particularly in Key Stage 2.
- Pupils in Key Stages 1 and 2 do not always make the progress expected of them because there is too much inconsistency in the quality of teaching.
- In some lessons, more-able pupils do not make good enough progress when the teacher talks for too long or they spend too much time on work that is too easy.
- There are not always enough planned opportunities for pupils to practise solving problems or improve their numeracy skills across different subjects.
- The marking of numeracy work does not always tell pupils how to improve.
- Senior leaders do not measure the impact of teaching on pupils' learning sufficiently well.
- Not all subject leaders have the skills to know whether pupils make enough progress in their subject or whether attainment is high enough.

The school has the following strengths

- Writing is taught well and younger pupils, in particular, write confidently without help.
- Good teaching helps children in the Reception class to make a good start.
- Attendance is above average because absence is tightly monitored and pupils enjoy coming to school.
- The school uses visits to places such as museums particularly well to add to pupils' enjoyment of learning and to support work done in lessons.
- Pupils' behaviour and personal development are good. Relationships are strong and adults have successfully created a good climate for learning.
- Senior leaders work together effectively as a team. They have provided stability during a period of staffing changes and are the major driving force behind recent improvement.
- Governors provide strong support. They are highly committed to the school and to its future improvement.

Information about this inspection

- Inspectors observed 14 lessons, three of which were observed with the headteacher.
- Meetings were held with pupils, representatives of the governing body and staff, including senior and subject leaders. A telephone discussion also took place with a representative from the local authority.
- Inspectors took account of 44 responses to the online questionnaire (Parent View) and they spoke with parents and carers informally.
- Inspectors observed the work of the school. They looked at a range of documentation, including information about pupils' progress, and how the school sets targets for teachers to improve their work. They also looked at child protection and safeguarding procedures.

Inspection team

Kath Campbell, Lead inspector	Additional Inspector
Edgar Hastings	Additional Inspector

Full report

Information about this school

- Kineton is smaller than the average-sized primary school.
- Nearly all pupils are White British.
- Very few pupils speak English as an additional language.
- A below-average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals.
- A below-average proportion of pupils are supported at school action, and an average proportion are supported at school action plus or with a statement of special educational needs.
- No pupils are educated in alternative provision away from the school site.
- There have been several staffing changes since the previous inspection.
- Care for pupils before and after school is provided by Kineton Playgroup. It is not overseen by the governing body and did not form part of the inspection. It is inspected and reported upon separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the consistency of teaching and raise the proportion of good and outstanding teaching by making sure that:
 - teachers have the opportunity to share and learn from the good practice that exists within the school
 - all teachers use marking effectively, particularly in mathematics, to let pupils know how to improve their work
 - teachers do not spend too long talking at the beginning of lessons, so that they leave enough time for pupils to practise their skills.
 - more-able pupils move on to harder work earlier in lessons.
- Make sure that more pupils reach higher levels in mathematics, particularly in Key Stage 2, by:
 - checking all teachers have the highest expectations of what pupils can achieve
 - providing more opportunities for pupils to develop their problem-solving skills
 - providing more opportunities for pupils to practise their numeracy skills in different subjects.
- Strengthen the impact of leadership and management by:
 - making sure that, when leaders visit lessons, they focus with greater precision on the impact of teaching on learning
 - developing the skills of subject leaders so that they know whether standards are high enough and whether pupils are making good enough progress in their subjects.

Inspection judgements

The achievement of pupils requires improvement

- Attainment on entry varies from year to year. Children currently in the Reception class joined the school with skills that are similar to those expected for their age.
- After a good start in the Early Years Foundation Stage, achievement in Key Stages 1 and 2 requires improvement because it is not consistent enough. In the past, staffing disruption meant that some pupils, particularly the older more-able pupils, underachieved. To some extent, older pupils are still catching up. However, the current work of pupils in Years 5 and 6 shows rapid progress because these pupils benefit from teaching of consistently good quality.
- Attainment in writing is above average, with an increasing proportion of pupils reaching higher levels in both key stages. Writing has been a priority for whole-school development. Strategies to develop an enthusiasm for writing, particularly among boys, have proved very successful. Younger pupils are keen to have a go right from the start and enjoy their success. Most older pupils write with confidence and maturity. They have many opportunities to practise their writing skills when studying topics such as the Second World War.
- Attainment in reading is above average by the time pupils leave. Reading is an important part of pupils' daily work. The way in which the school teaches letters and sounds (phonics) helps younger pupils to gain the confidence to work out unfamiliar words. Older pupils talk knowledgeably and with maturity about characters and authors they particularly like.
- To some extent, mathematics has taken a back seat while the school has focused its attention on raising attainment in writing. Attainment in 2012 in Key Stage 2 was below average because these pupils underachieved. The school set about reversing a downward trend with a sense of urgency. Although there are still weaknesses in how pupils tackle problems and practise numeracy skills in other subjects, older pupils currently make good progress and attainment is rising.
- The achievement of pupils supported by the pupil premium, disabled pupils and those who have special educational needs is similar to that of other pupils. Action has been taken recently to target help through individual and group sessions but these have not been in place long enough to measure their impact on attainment.
- The school has started to keep a more careful check on the achievement of pupils known to be eligible for free school meals. School data show that, in 2012, the gap between the performance of the small number of pupils supported by the pupil premium and other pupils closed altogether in English through effective support. Their performance in mathematics was weaker and the school has employed additional staff to work specifically with pupils who are at risk of falling behind.

The quality of teaching requires improvement

- Teaching requires improvement because its quality is variable and not enough is good. There has, however, been improvement since the previous inspection. Much of the teaching observed during the inspection was good, but still too much requires improvement.
- Inconsistencies are clear in pupils' past and present work. Expectations have not always been high enough and, in mathematics, there have not been enough opportunities for pupils to think

for themselves or develop the skills needed to reach higher levels.

- The quality of marking, although much improved, is not consistently good. In literacy, most teachers mark work well and pupils know what they need to do to improve. In mathematics, marking does not always guide pupils to the next steps in their learning.
- In the best lessons, teaching is well planned and activities are interesting. In a lesson in Year 1, the teacher made effective use of pupils' recent visit to Banbury Toy Museum to develop pupils' writing skills. Pupils were enthusiastic and all abilities made good progress because expectations were high. In less successful lessons, more-able pupils sometimes make slow progress when the teacher talks to the whole class for too long, or they spend too much time on work that is too easy.
- In the Reception class, staff make learning fun. They provide a wide range of exciting activities that ensure good learning and they take every opportunity to develop children's language skills.
- Adults who support teachers in the classroom make sure that disabled pupils and those who have special educational needs receive the right level of help. When working in small groups, some of these pupils make very rapid progress.
- Extra funding has been used to help pupils who find learning hard. This has proved effective because these pupils respond well to the one-to-one attention.

The behaviour and safety of pupils are good

- Nearly all pupils behave well in lessons and around school. They are enthusiastic about their work. Their very positive attitudes towards learning make a strong contribution towards good personal development.
- A small number of pupils with challenging behaviour attend the school. These pupils receive good-quality support and this helps them to participate fully in school life.
- Children in the Reception class develop good social skills. They quickly learn routines and are happy to get on with activities with or without adult help.
- The school is a welcoming, friendly place where pupils say they feel safe and are confident they will be taken seriously if they have any worries. They show a good understanding of how to stay safe, including when using the internet and computers. Safeguarding meets government requirements.
- In discussion, pupils say that incidents of bullying are rare. They say they are dealt with swiftly and effectively to make sure there is no recurrence.
- Pupils and their families value the help they receive. Pupil premium funding has been used well to provide a family support worker to help individual pupils who are in danger of falling behind.
- Attendance has risen to above average because pupils love coming to school. The school checks very carefully on reasons for absence and works effectively with individual families.

The leadership and management requires improvement

- Leadership and management require improvement because, although senior leaders now drive through improvement with a sense of urgency, staffing instability has meant that not enough was done in the past to improve weak teaching and the school did not move forward at a fast enough pace.
- The school checks on pupils' progress far more carefully and regularly than it did in the past. Systems for checking are more precise and pupils who are in danger of falling behind are identified early so that they get the prompt help they need.
- The checks carried out by senior leaders on the quality of teaching are detailed. They have brought about improvement through, for example, effective staff training that has led to an increase in good teaching. However, these arrangements do not always focus with enough precision on the impact of teaching on pupils' learning.
- Subject leaders are clear about what improvements are needed. Although they are developing their leadership skills, they are still not totally secure in judging whether attainment is high enough or whether progress is good enough in their subjects. Several initiatives to develop monitoring skills are new and it is too early to measure their impact on attainment and progress.
- The headteacher and deputy headteacher provide an effective partnership and complement each other's skills well. They have an accurate perception of the school's strengths and weaknesses and hold staff to account for standards pupils achieve far more than in the past.
- The way in which the school teaches different subjects provides an interesting range of activities that contribute well to pupils' good spiritual, social, moral and cultural development. Links with schools and local businesses, such as Jaguar Land Rover, greatly enhance pupils' learning. There are, however, too few opportunities for pupils to extend numeracy skills in different subjects.
- The school has improved the ways in which it checks on the progress of disabled pupils and those with special educational needs. This aspect is led and managed well.
- The school ensures that all pupils, regardless of their circumstances, are given opportunities to participate fully in school life. For example, pupil premium funding is set aside to make sure all pupils have an equal opportunity to experience going on residential visits and school trips.
- The local authority provides a learning improvement officer who knows the school and reviews its work at regular intervals. It has helped the school to get the support it needs to improve. These links have had a positive impact on attainment in mathematics this academic year.
- **The governance of the school:**
 - The governing body is strongly led, well organised and highly supportive of the school. It is knowledgeable, well informed and plays a very active role in school improvement. The Chair of the Governing Body has a secure grasp of data about the school's performance, knows what needs to be done and is fully involved in recruiting new staff. Governors devise their own wide-ranging monitoring programme and have a clear understanding about the quality of teaching. They check carefully on teachers' performance to make sure no teacher is rewarded unless pupils make good progress. They keep up to date with training requirements and check aspects such as safeguarding well. They are very involved in deciding how funding, particularly pupil premium funding, is spent.

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

Unique reference number	125692
Local authority	Warwickshire
Inspection number	402349

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Elizabeth Swanwick
Headteacher	Margaret Pollard
Date of previous school inspection	16 June 2010
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