

St Kenelm's Church of England (VC) School

Wenrisc Drive, Minster Lovell, Witney, OX29 0SP

Inspection dates 21–22 January 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong and clear leadership which is fully supported by a committed team of staff. Together they have created a friendly and happy school where pupils work hard and achieve well, particularly in mathematics and reading.
- The school has established good relationships with parents and carers to support their children's learning and they have high regard for the school.
- Most teaching is good and a small amount is outstanding.
- Teachers have good subject knowledge and effectively use a range of questions to quickly improve pupils' knowledge and understanding.
- Behaviour is good and pupils feel safe.
- Pupils enjoy coming to school and this is reflected in their above average attendance.
- Governors effectively carry out their roles and responsibilities and hold senior leaders to account about the school's performance. This has helped to improve teaching, enabling all groups of pupils to make good progress.

It is not yet an outstanding school because:

- Not enough teaching is outstanding.
- Teachers do not always provide enough challenge for the more-able pupils to extend their thinking skills.
- The quality of the outdoor learning environment in the Early Years Foundation Stage is not of the same high standard as it is in the indoor classroom.
- The middle leaders are at the early stages of analysing and using data about pupils' achievement and do not yet drive improvements in their subjects by themselves.

Information about this inspection

- The inspector observed eight parts of lessons. Two lessons were jointly observed with the headteacher.
- The inspector listened to pupils reading in Years 1, 2 and 6.
- Meetings were held with pupils, key staff, the Chair of the Governing Body and held a telephone conversation with a representative from the local authority.
- The inspector looked at a range of documents including the school's evaluation of its own performance, pupils' work, governing body minutes and records relating to safeguarding, child protection, behaviour and attendance.
- The inspector took account of the 28 responses to the online questionnaire (Parent View) and looked at the 17 questionnaires returned by staff.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- Pupils are taught in mixed-age classes. There is a discrete class for the reception children.
- Most pupils are from a White British background.
- The proportion of pupils known to be eligible for support through the pupil premium is well below average. The pupil premium is extra funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority.
- The proportion of pupils supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school manages its own breakfast and after-school clubs.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that teachers:
 - provide activities that appropriately challenge the thinking skills of the more-able pupils
 - make the outdoor area in the Early Years Foundation Stage as stimulating as the indoor classroom
 - have the opportunity to observe outstanding practice in other schools.
- Strengthen the skills of the middle leaders so they can independently use and understand the data about pupils' achievements in order to drive improvements in their subjects.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills that are mostly below the levels typical for their age with particular weaknesses in communication, language and literacy. Standards are above average by the time they leave at the end of Year 6. Although standards dipped in 2013, pupils are currently making good progress in both Key Stages 1 and 2 in all subjects especially in mathematics and reading. This represents good achievement.
- Children make good progress in the Early Years Foundation Stage because teachers' planning effectively incorporates all of the children's learning needs and interests. For example they are very curious about cold and frozen objects, and this is now part of their topic. The indoor classroom is rich in language and strongly promotes children's understanding of number. However, the outdoor learning environment is not of the same high quality and therefore it does not stimulate their imagination as well as it could.
- Disabled pupils and those with special educational needs have additional quality support from skilled teaching assistants who, for example, work with them in small groups and adjust the learning resources to suit their individual needs. They have child friendly plans which give pupils a clear understanding of what they need to do to achieve their goals. Also, progress is regularly reviewed and as a result pupils make good progress from their starting points.
- The money allocated for those pupils eligible for the pupil premium funding is spent well. It helps to provide additional adult support so that they are taught in smaller groups and ensures full access to all learning opportunities, including those beyond the school environment. All of this is contributing to them making good progress. There are too few pupils eligible for the funding to make a comment on their attainment levels compared with nationally.
- Most of the more-able pupils achieve well, attaining the higher Level 5 in mathematics, but they are not always challenged enough in order to ensure they reach their full potential in all subjects.
- Pupils performed well above the national average in this year's Year 1 phonics (the letters that sounds make) screening check. This shows how well the school teaches phonics. Those at the early stages of reading are able to effectively apply these skills when faced with words they are not familiar with. The older pupils enjoy reading for pleasure and talking about their favourite books and authors.
- Pupils achieve well in mathematics as they effectively learn the basic skills in this subject such as knowing their multiplication tables and knowing how to tell the time before moving on to learn about more complex topics.
- Pupils are given good opportunities to write for a real purpose. For example pupils produced well-written letters about their visit to Sulgrave Manor as part of their Tudor history project. They are given quality time to write for extended periods in most subjects and have had pleasure and fun in writing about the Amazon River and about potholes in the roads.

The quality of teaching is good

- Teaching over time is typically good and a small proportion is outstanding. It is not yet outstanding because the more-able pupils are not always sufficiently challenged and the outdoor learning environment in the Early Years Foundation Stage is not yet developed as well as it could be to support all areas of learning.
- Teachers effectively use a range of questioning that helps to improve pupils' understanding. In the Early Years Foundation Stage, all adults use questioning well to promote children's development of language. This was seen when the teacher asked a variety of questions in order to get the children to talk about Bramble's adventures when he went home with them.
- Teachers' good subject knowledge and constant checking of pupils' learning in lessons enable the teacher to pick up any misconceptions quickly, particularly in mathematics. This was

observed in a Year 6 mathematics lesson where pupils' mistakes were quickly identified. This helped them to gain clarity on how to work out real-life problems using percentages.

- Teachers use the latest computer technology well to encourage pupils to learn independently and with their peers. Pupils in Year 2 were highly engaged in researching with their partners about Natalie DuToit. Those in Year 3 were actively involved in practising their number skills on the computers by themselves.
- Teaching assistants are used well. They often give pupils good support, for example giving them extra reading sessions and helping to improve the phonics skills of those that need additional help so they can access their learning with other pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is not yet outstanding as occasionally, where teaching does not fully capture their interests, pupils get slightly distracted as their concentration dips. They are very polite, well mannered and friendly. Pupils, staff, parents and carers are positive about behaviour. The school's behaviour logs show that there are not many incidents and where there are any, they are followed up well.
- At lunchtimes in the dining hall the older pupils sit among the younger ones. This helps to settle them when they first start and they all get to know each other well. The atmosphere is calm and relaxed while they eat their food.
- Older pupils enjoy taking on responsibility as it helps to prepare them for the next stage in their education. This includes litter picking, reading and sharing their artwork with the younger children and helping to prepare the hall after lunchtimes.
- Pupils feel that their opinions matter, for instance they were given more play equipment which was requested from them through a recent pupil questionnaire.
- Pupils have a good understanding of the different types of bullying. They feel that bullying hardly happens in the school but, if it does, it takes the form of name calling and is dealt with well by the school.
- The school's work to keep pupils safe and secure is good. Pupils say that the school has securely implemented the appropriate safety measures around the building to help them to keep safe. They clearly know how to keep themselves safe particularly when using the internet. They are confident that the adults in the school will help them to deal with their issues.
- Attendance is improving and is above average. This shows that pupils enjoy coming to school.
- The breakfast club helps to give them a healthy and settled start to the day. The after-school club helps them to socialise with each other while make exciting things such as air balloons.

The leadership and management are good

- The headteacher provides a wealth of experience, and has high aspirations for the school which are shared and supported by all staff. Together they have successfully addressed the areas for improvement from the previous inspection showing there is good capacity to ensure that the school continues to improve.
- The headteacher regularly monitors the quality of teaching which is improving. All teachers have challenging targets that are linked to pupils' achievement. They support each other well through coaching and share their best practice within the school. However, they do not yet have the opportunity to see outstanding practice in other schools.
- Senior leaders promote equality of opportunity by closely tracking pupils' progress and continually having formal and informal discussions with teachers about any pupil who is not making the progress they are capable of. However, the middle leaders are not yet independently using and analysing data to drive improvements in their areas and are quite reliant on the support of the senior leaders.
- The school provides a fun and exciting curriculum that incorporates pupils' interest and at times

takes their learning out of the classroom and school environment. For example pupils in Year 6 went on a four day residential to Glasbury, Hay-on-Wye to help to develop their cooperation and teamwork skills. Pupils in Year 3 and 4 visited Harcourt Arboretum to appreciate how to be inspired by art through using natural materials. A variety of clubs are on offer at the end of the school day such as the computer club where pupils learn how to do computer programming.

- Pupils' spiritual, moral, social and cultural development is good. They have quality reflection and discussion time. Pupils enjoy learning to speak French. This is a very popular subject. They also have many opportunities to learn about different cultures including learning about the Traveller community.
- The sports funding is effectively used to improve teachers' skills in teaching physical education. Also it is used to purchase external support to give more choice and variety to pupils. It is helping to increase their participation rates, team working and ball skills. All groups of pupils look forward to and actively join in street dancing which is helping them to improve their rhythm and coordination.
- Parents and carers are mostly content with the school's work. All parents and carers who responded to the online questionnaire (Parent View) say they would recommend the school to another parent or carer.
- The local authority does not provide support, as it is a good school that does not need it.
- **The governance of the school:**
 - The governing body consists of a very experienced set of members led by an inspirational Chair of the Governing Body. They fully utilise each other's professional and personal skills when they are given their allocated roles of responsibility for a particular aspect of the school. They have received various training that is effectively helping them to carry out their responsibilities. All of their minutes and documents are safely secured on the internet so that all members have instant access to them wherever they are and at any time. Governors regularly visit and monitor the school's work and have a good overview of the school's strengths and weaknesses, including the quality of teaching. The school gives plenty of information comparing the school to other schools nationally.. However, they do not solely rely on this but seek external validation so that they can provide additional challenge and hold them to account. They are clear on how the school rewards good teaching as they are part of the decision-making process. Governors know how the pupil premium and sports funding are spent and the impact they are having on the pupils. They are in the process of updating their website. They ensure that safeguarding meets statutory requirements. They do not tolerate any form of discrimination.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 123110 |
| Local authority | Oxfordshire |
| Inspection number | 431432 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 101 |
| Appropriate authority | The governing body |
| Chair | Tony Toner |
| Headteacher | Robert Alder |
| Date of previous school inspection | 13 July 2009 |
| Telephone number | 01993 775394 |
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