

# Kineton CofE (VA) Primary School

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

**Inspection dates** 15–16 January 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement        | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Leadership and management      |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Early years provision          |                      | Good                        | 2        |

## Summary of key findings for parents and pupils

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

- Despite continuing improvement since the last inspection, leaders and governors have not secured consistently good teaching and pupils' achievement across the school.
- The leaders' checks on teaching frequently do not give enough weight to the impact teaching is making on pupils' progress, both in lessons and in their written work.
- Pupils' progress has not been consistent across the school. Their attainment in reading, writing and mathematics remains broadly average, although standards are higher at the end of Key Stage 2.
- Teachers do not always recognise when pupils are ready for more difficult work, particularly the most able.
- Teachers do not always ensure that pupils have responded to written comments to improve their work.
- Insufficient attention is given to helping pupils to explain how they work out their calculations and solutions to their mathematical problems.
- A small minority of parents feel that their concerns are not always listened to by the school.

### The school has the following strengths

- Children in Reception achieve well.
- Consistently good teaching in Year 6 secures strong progress and prepares pupils well for their next school.
- Pupils' spoken language is strong. Most of them express themselves clearly and confidently.
- Attendance continues to be above average.
- Behaviour is good. Pupils feel safe at school.
- Pupils have positive attitudes to learning. As a result of the senior leaders' recent focus, pupils take pride in the presentation of their work.
- Leaders and governors have the capacity to secure further improvement in the school.
- The school's curriculum has been reviewed in the light of recent changes. It promotes pupils' spiritual, moral, social and cultural development well.
- Respect and tolerance for diversity in modern day Britain are also developed well.

## Information about this inspection

- Inspectors observed teaching in 15 lessons or parts of lessons, including two observed jointly with the headteacher. Inspectors reviewed a sample of previous and current written work.
- Meetings were held with three groups of pupils and with senior leaders and teachers with specific responsibilities. Inspectors met the Chair of the Governing Body, other governors and a representative of the local authority.
- Inspectors looked at a wide range of documents including the school's records of current pupils' progress, a summary of the school's self-evaluation of its strengths and weaknesses, planning and monitoring documentation and records of behaviour and safeguarding procedures.
- Inspectors took into account the 51 responses to the online questionnaire (Parent View) and informal conversations with a small number of parents.
- Inspectors also considered 16 questionnaires returned by staff.

## Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Kathryn Brunt

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school. There is full-time provision for Reception age children.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils supported by the additional funding known as the pupil premium, at just over one in five, is below average. This is additional funding for those known to be eligible for free school meals and children in the care of the local authority.
- The proportion of disabled pupils and those who have special education needs is about average at just under one-tenth of the pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.
- The school has experienced some staff changes since the previous inspection. The Chair of the Governing Body took up her position in September 2013.

### What does the school need to do to improve further?

- Raise the quality of teaching so that it is consistently good across the school by making sure that teachers:
  - check on pupils' understanding and progress more closely during lessons
  - provide new or more difficult work for those who show they are ready for it, particularly the most able
  - check that pupils respond to teachers' marking.
- Improve pupils' mathematical skills by increasing opportunities for pupils:
  - to discuss and explain how they work out their solutions to mathematical problems.
- Strengthen the effectiveness of leadership and management, including governance by:
  - improving the checking of teaching by giving greater weight to pupils' progress in lessons and written work over time
  - securing consistently rapid progress through the school, particularly in Key Stage 1
  - working more closely with parents so that they feel their concerns are being listened to.

## Inspection judgements

### The leadership and management requires improvement

- Since the last inspection, school leaders including governors have not been able to secure pupils' consistently good progress through the school. While pupils make strong progress in Reception and Year 6, slower progress in other years is associated with unevenness in the quality of teaching.
- Checks made by leaders of the quality of teaching, both through lesson observation and the scrutiny of pupils' written work, do not sufficiently take into account pupils' progress and achievement. As a result, they are not in a position to identify and remedy weaknesses.
- The use of the pupil premium funding to raise achievement has not been fully effective. The attainment and progress of pupils eligible for the funding still lags behind others in the school and pupils nationally. This gap has been recognised and it is narrowing as the result of actions taken.
- Most parents believe that their children are happy at school and that they are well looked after by staff. However, a small minority of parents feels that their concerns are not always listened to.
- Subject and other leaders, particularly those for English and mathematics, have been supporting developments in their subjects. They have been effective in preparing their colleagues with the implementation of the new assessment and curriculum requirements.
- The school has made a confident start in introducing a new system for assessing pupils' progress in reading and writing. Senior and subject leaders have prepared staff well to ensure that assessments made across the school are accurate and consistent. Similar arrangements are now being made for mathematics.
- Assessment data is used effectively to identify pupils who have specific needs. As a result, senior leaders and governors are able to ensure that pupils whose circumstances make them vulnerable are given equal opportunities to succeed and that no group is discriminated against.
- The school continues to offer a broad and balanced curriculum. A good range of extra activities enrich pupils' learning and add to their educational experiences. Taken together, taught subjects and activities promote well pupils' spiritual, moral, social and cultural development and instil British values, such as respect and tolerance for cultural and religious diversity.
- Arrangements currently in place for managing teachers' performance clearly link decisions on any pay increase with the effectiveness of their teaching in the classroom, as judged from lesson observations and progress data. Staff training is rightly linked to individual teacher's performance targets as well as to whole school improvement priorities.
- The use of the primary school sport grant has increased pupils' participation in a wide range of physical activities, including competitive local events. An external specialist's coaching has enhanced teachers' expertise in the teaching of physical education.
- The local authority has supported senior leaders in reviewing the school's performance. It has provided practical guidance on dealing with and supporting teachers' performance.
- **The governance of the school:**
  - Members of the governing are well informed about the school's performance data and the quality of teaching.
  - The governing body has overseen the effective implementation of some recommendations made in the previous inspection report and demonstrates the capacity to support continuing improvement.
  - The governors fully understand and support the idea that decisions about teachers' pay should be clearly linked to their effectiveness in improving pupils' achievement. Consequently, pay rises are not awarded unless they are fully justified.

- The governing body ensures that safeguarding procedures meet current requirements.
- The governors maintain a regular oversight of the use of the pupil premium and know that it is now increasingly well used to raise the achievement of eligible disadvantaged pupils.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Most parents, staff and pupils believe that the behaviour is good and this was confirmed by the inspection. The school's management of pupils whose behaviour can be challenging is effective. Only rarely do a few become inattentive when teaching fails to maintain their interest. There is very little disruption of lessons.
- Pupils are keen to learn and they apply themselves well to the tasks set. They take pride in the presentation of their work, responding well to the school's recent focus on the importance of neat and tidy presentation.
- Pupils take on extra responsibilities willingly, within classrooms and around the school, and contribute to the smooth running of the school. They take good care of their classrooms and other facilities.
- Relationships are good. Pupils of different ages and from different backgrounds get on well with each other. They show good manners towards each other and adults in the school, including visitors.
- Attendance remains above average. The school continues to promote and reward good attendance.

### **Safety**

- The school's work to keep pupils safe and secure is good. The required checks on the suitability of staff, voluntary helpers and others who work in the school are conscientiously made. Potential risks of planned visits are routinely assessed. Pupils also play their part by making sure that they keep themselves and others safe.
- Pupils understand the different forms that bullying can take, such as name-calling and the misuse of the internet or prejudice-based bullying. Parents and pupils agree that bullying is rare and is dealt with effectively, if and when it occurs.

## **The quality of teaching** requires improvement

- Teachers are sometimes slow to spot pupils' misconceptions in time to correct them or that some pupils are ready for new or more difficult work. As a result, pupils do not make the best possible progress, particularly the most able.
- Teachers' marking is not always well used to secure improvement in pupils' work as guidance is not followed and the same mistakes are repeated.
- When pupils' learning is most effective, particularly in Years 5 and 6, this results from demanding work that challenges them to think for themselves. For example, searching questions engage pupils whose responses are then used to deepen discussion. Learning is also very effective where teachers check learning closely and adjust the levels of challenge accordingly. For example, adults in Reception are adept in adjusting tasks to meet children's changing needs.
- Typically, teachers expect and gain pupils' commitment to their work. In one Year 5 lesson, pupils were asked to plan a radio broadcast, a challenge which they accepted with enthusiasm. Their initial response to the task showed clear thinking and readiness to have a go.
- The regular teaching of phonics (the sounds that letters make) has contributed to the improving standards in reading. Pupils who are insecure in their phonics skills continue to receive additional support. The teaching of writing is well planned. Teachers plan activities that involve pupils in writing for a wide range

of purposes and train them to organise their ideas before drafting a response. As a result, pupils are increasingly becoming confident writers. The teaching of mathematics is becoming increasingly secure since the last inspection, but is not yet consistently strong in the teaching of problem solving.

- Additional adults routinely provide extra support for pupils who find learning difficult. The concentrated individual attention these adults give is improving the identified pupils' basic skills over time. As a result, they make at least the expected progress.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because their progress is uneven through the school, particularly in Key Stage 1. This reflects inconsistency in the quality of teaching.
- Standards attained at the end of Key Stages 1 and 2 were broadly average in reading, writing and mathematics in 2014. However, from their starting points at the end of Year 2, a similar proportion of Year 6 pupils made the expected and more than expected progress as in schools nationally. Progress in writing is continuing to improve, particularly by the end of Key Stage 2. Most pupils can organise their ideas well and can craft interesting pieces of writing.
- In the 2014 Year 6 tests, the attainment of disadvantaged pupils supported by the pupil premium was below that of others in the school and other pupils nationally. In part, this was because this group included pupils with complex special educational needs. Overall, disadvantaged pupils were four terms behind their classmates in reading, and more than five terms behind them in writing and mathematics. The gap with pupils nationally was narrower. Disadvantaged pupils were two terms behind pupils nationally in reading and writing, and three terms behind in mathematics. Their progress in reading, writing and mathematics was also below that of others in the school and pupils nationally. However, the school's data on disadvantaged pupils currently in the school shows that their progress has improved and the gap in attainment is narrowing.
- Pupils' progress in mathematics is getting stronger, particularly their skills in making accurate calculations. Pupils enjoy making mental calculations. However, some find it difficult to explain how they worked out problems they were trying to solve. Reading continues to improve across the school and pupils read widely, including for extracting the relevant information they need for their topics. The regular teaching of phonics equips pupils well in tackling unfamiliar words. The 2014 results of the Year 1 phonics screening check show that pupils' skills have improved and are now above average.
- Most pupils are articulate and can express themselves fluently during discussions or when responding to teachers' questions. Children in Reception get off to a good start with their speaking and listening skills.
- At the end of Year 6 in 2014, the proportion of the most-able pupils achieving the higher levels of attainment was well above the national average.
- Disabled pupils and those who have special educational needs make the expected progress in relation to their starting points and identified individual goals.

### The early years provision

### is good

- Children make a good start in Reception. They enter with levels that are typical for their age, with some year-on-year variations. Most of them, from all ability groups and backgrounds, make good progress in all areas of learning. As a result, they are well prepared for their entry into Year 1.
- Adults carefully plan a balanced programme of activities to provide for all areas of learning and they use outdoors well to extend children's learning. Children have numerous opportunities to learn with others. When they work on their own, some find it difficult to make decisions and take a lead in their learning. Adults give regular feedback on what children do and do it well. Phonics skills are routinely taught and

made fun for children.

- Adults are highly skilled in observing children closely and assessing their achievement in all areas of learning. These rich assessments are used well in building a comprehensive picture of the gains made by children by the end of the year.
- Children work in a safe and secure learning environment. They enjoy warm relationships with their peers and adults. Children behave well and care about others around them.
- The Early Years Foundation Stage is well led and managed. Staff treat parents as partners in helping their children's learning at school. Parents are kept well informed about their children's progress in the Reception class.

## 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

|                                |              |
|--------------------------------|--------------|
| <b>Unique reference number</b> | 125692       |
| <b>Local authority</b>         | Warwickshire |
| <b>Inspection number</b>       | 453451       |

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

|  |                          |
|--|--------------------------|
| <b>Type of school</b>                      | Primary                  |
| <b>School category</b>                     | Voluntary aided          |
| <b>Age range of pupils</b>                 | 4–11                     |
| <b>Gender of pupils</b>                    | Mixed                    |
| <b>Number of pupils on the school roll</b> | 160                      |
| <b>Appropriate authority</b>               | The governing body       |
| <b>Chair</b>                               | Ruth McFarlane           |
| <b>Headteacher</b>                         | Margaret Pollard         |
| <b>Date of previous school inspection</b>  | 7 March 2013             |
| <b>Telephone number</b>                    | 01926 640397             |
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