

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9167
Direct email: farhan.aslam@serco.com



8 May 2015

Mrs M Pollard
Kineton CofE (VA) Primary School
King John's Road
Kineton
Warwickshire
CV35 0HS

Dear Mrs Pollard

Requires improvement: monitoring inspection visit to Kineton CofE (VA) Primary School

Following my visit to your school on 7 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, I held meetings with you, the deputy headteacher and the Vice-Chair and another member of the Governing Body to discuss the actions taken since the last inspection. I also had a telephone conversation with a representative from the local authority. The school action plan was evaluated. I carried out short visits to lessons in all classes with you and the deputy headteacher to observe learning, look at pupils' work and talk to them. I also looked at documents including minutes from the Governing Body meetings.

Main findings

Since the previous inspection you, staff and governors have worked hard to build on the many good aspects of the school's work and to improve the remaining areas that are not yet good.

You and the deputy headteacher have thought carefully about how you can improve the way you judge the quality of teaching. You now do this using a broader range of evidence. Classroom observations form a part of the picture but very importantly you use information about the progress that pupils are making over time alongside a scrutiny of pupils' work to judge how good teaching is over time. Where teaching is not consistently good, teachers have been given a range of support and you have been appropriately challenging where needed. During the inspection you showed me evidence of where support has had a positive impact.

In the lessons we visited together, you and the deputy headteacher were analytical about what you were seeing. You both quickly identified when pupils were learning well. You closely observed how well teachers were noticing and correcting pupils' errors and misconceptions. We talked about how you could maximise what you find out from your regular learning walks by looking at what the pupils have achieved by the end of the lesson and discussing with teachers how they intend to use their assessment of pupils' learning to plan the next steps.

There is now a greater emphasis on helping pupils to develop their reasoning skills in mathematics. Staff have responded well to the increased emphasis on this aspect. We saw the impact of this work during our classroom visits. For example in Year 5, pupils were able to explain how they were designing train timetables, articulating their mathematical thinking clearly. In Year 4, pupils were solving mathematical problems in groups and could talk confidently about how they had selected certain methods or what their 'trial and error' methods were aiming to achieve. We discussed the mathematics action plan and how this can now be refined to better reflect what you are aiming to achieve and how you will know if this is happening.

There is a strong learning culture in the school. Pupils are enthusiastic and self-motivated and concentrate hard on their work. They respond very well to their teachers, listening carefully to instructions and enjoying praise and encouragement.

Importantly, you are working with other schools to moderate your assessments of pupils' progress. You are thinking carefully about the new national curriculum and your assessment processes and tracking system are well underway.

Governors have a clear focus on school improvement. They are supportive of the school but appropriately challenging. Since the inspection in January they have been highly focused on the remaining actions that the school needs to take to become good. In meetings the headteacher is held to account for each of the areas for improvement. Governors come into school to see what is taking place in classrooms.

These visits have a suitably specific focus and are clearly logged and reported back to other governors.

Governors and leaders are rightly determined to ensure that parents and carers are happy with the school. They have sought parents' and carers' views through a questionnaire and have produced a very clear newsletter giving the outcomes alongside a clear outline of each action they will take in response. Importantly, this document also makes very clear to parents what they can do to make their views heard and what they should do if they have any other concerns. Parents have recently been involved in redesigning the format of the reports that they receive about their children's progress.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school is making good use of external support. You are involved in a school peer-review project led by Ofsted. This has already helped you to refine some aspects of your practice, particularly in monitoring and evaluation. A school improvement adviser from the local authority is visiting the school at least twice a term and providing valuable support. You are taking note of the advice given. You have made links with good and outstanding schools and have visits planned so that all staff can look at different aspects of their practice.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Warwickshire and the Diocesan Director for the Diocese of Coventry.

Yours sincerely

Sue Morris-King
Her Majesty's Inspector

cc. Appropriate authority - Chair of the Governing Body/Interim Executive Board
cc. Local authority
cc. Diocese – for voluntary aided and voluntary controlled school