



Kidmore End Church of England (Aided) Primary School

Inspection Report

Unique Reference Number 123202
LEA Oxfordshire LEA
Inspection number 281427
Inspection dates 24 November 2005 to 25 November 2005
Reporting inspector Nicola Davies AI

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

Type of school	Primary	School address	Chalkhouse Green Road
School category	Voluntary aided		Kidmore End
Age range of pupils	4 to 11		Nr Reading, Oxford RG4 9AU
Gender of pupils	Mixed	Telephone number	0118 9723149
Number on roll	193	Fax number	0118 9722662
Appropriate authority	The governing body	Chair of governors	Mr David Knott
Date of previous inspection	17 January 2000	Headteacher	Mrs Janet Maul

Age group 4 to 11	Inspection dates 24 November 2005 - 25 November 2005	Inspection number 281427
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Kidmore End Church of England (Aided) Primary School is a one form entry primary school in a small village near Reading. It has 193 pupils on roll. The vast majority of pupils are of White British heritage but pupils at the school come from a range of ethnic backgrounds. One pupil is at an early stage of learning English as an additional language. The proportion of pupils who have special educational needs is lower than average. The headteacher was new to post in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a sound quality of education and satisfactory value for money. Children in the Foundation Stage get a good start to their education and achieve the expected goals for their age. Teaching and learning are satisfactory. This means that the school's generally confident and articulate pupils make sound progress and exceed expected standards by the end of their time at the school. However, an unsettled period, where the school had a number of temporary headteachers, has meant that some aspects of teaching and management are not consistently good across the school. For example, expectations of behaviour are not always high enough and not all teaching is sufficiently well matched to the abilities of pupils. This has led to some underachievement in recent years. Parents value the education that the school provides and have warmly welcomed the new headteacher. 'Exactly what the school needed' is typical of their comments. The new headteacher and senior managers have already begun to address a number of inconsistencies. For example, communication with parents has already improved, as has planning to meet the needs of more able pupils. In this way, senior managers have set a clear direction to the school's work, and have begun to identify the most important things the school needs to do to get even better. They are well supported in this self-evaluation by the committed staff and the governors. Recent improvements after a difficult period indicate that the school is well placed to improve in the future.

What the school should do to improve further

* Establish consistently high expectations of behaviour* Ensure all groups of pupils are consistently challenged by work which is well matched to their needs and abilities

Achievement and standards

Grade: 3

When children enter the Foundation Stage most have well developed skills in many areas of learning. Staff provide stimulating opportunities for pupils to learn through play as well as through more formal teaching. As a result they make good progress and reach or exceed the goals set for them nationally at the age of five. By the end of Year 6, standards are well above average. However, this has masked some underachievement, particularly in mathematics and science. Pupils are making good progress in Year 2 and Year 6 but progress in other year groups is not as rapid. Achievement overall is satisfactory. The results in the most recent Year 6 national tests show a marked improvement and a significant increase in the number of pupils achieving the higher levels they should, particularly in mathematics and science. There are no significant differences between the achievement of boys and girls. Pupils with learning difficulties and disabilities make sound progress, as do the very small number of pupils from minority ethnic backgrounds.

Personal development and well-being

Grade: 3

Pupils enjoy school, feel safe and their attendance is good. The pupils say that incidents of bullying are quite rare and dealt with appropriately. There is a good range of playground activities available for pupils. The school council is discussing how a quiet area of the playground might be re-established. The pupils know that exercise and keeping healthy is important and welcome the opportunities they have for sports and games. Some pupils represent their peers on the active school council. Others help as monitors or act as 'buddies' to the youngest children. Pupils are currently discussing how to set up a shop to sell pens and pencils to raise funds. Activities like this are preparing them well for their future economic well-being. The pupils' personal development is satisfactory. Behaviour is acceptable but it is not as good as it should be. Pupils recognise that sometimes they 'are too noisy'. In some lessons, pupils do not settle to the task quickly or concentrate fully on their work. As a result they do not always achieve as much as they should. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils know how they should respond to others but do not always show the respect towards their peers and adults they know they should.

Quality of provision

Teaching and learning

Grade: 3

Overall, teaching and learning are satisfactory. Teaching and learning are good in the Foundation stage and the youngest pupils get a good start to their education. Teaching in Year 2 and 6 is good and this is reflected in the well above average results that pupils achieve in national tests. Teaching in other year groups is satisfactory. Teachers mark and assess work regularly. They use this information to set targets for pupils and to plan lessons. They encourage pupils to assess their own work to help them to understand how to improve it. Teachers clearly identify what pupils are expected to learn in lessons but this not always carefully matched to the needs and abilities of the pupils. This means that pupils are not always challenged by work which is 'just right' for them. Consequently, they do not always make as much progress as they should. Where teachers do cater well for all abilities, for example when Year 2 pupils were planning a scientific investigation, the pupils respond very positively and make rapid progress. The school has rightly recognised that more needs to be done to ensure that teaching is consistently good in all classes. Throughout the school, teachers and teaching assistants provide effective additional support for pupils who find learning more difficult. This support helps these pupils to make sound progress.

Curriculum and other activities

Grade: 3

The school provides a satisfactory and securely planned curriculum. A wider range of after school activities including sport, chess and music clubs are now enhancing the

pupils' enjoyment. An after school club operates on the school site. The older pupils have the opportunity to visit a residential activity centre, where canoeing provided 'an amazingly fun day'. The pupils make use of information and communication technology (ICT) to support their learning. For example, children in the Reception class worked on computers to create their own 'picture stories' of Goldilocks and the Three Bears. However, on-going technical difficulties are currently a barrier to the more extensive use of ICT across the curriculum.

Care, guidance and support

Grade: 3

Guidance for pupils is satisfactory. Target setting helps pupils know what they need to do to improve. However, in some year groups pupils say their targets are not referred to very often. In contrast, Year 6 pupils are fully involved in assessing their own progress which they feel helps them to succeed. There are good procedures for child protection. Comprehensive health and safety checks are carried out and careful attention is given to risk assessment. Sensitive and effective care is given to vulnerable pupils utilising support services where necessary. The school works well with external agencies which provide guidance and specialist advice. For example, the school ensures that any pupil learning English as an additional language benefits from the support available from the specialist service. The new head teacher has responded positively and promptly to parents' views. In response to parental concerns, new procedures have been put in place to make sure that pupils disembark safely from the school bus. The school council provides a forum for pupils to have a say in the running of the school but the views of all of the pupils are not yet routinely sought.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. An unsettled period in which the school had a number of acting head teachers has been ended by the appointment of the new head teacher. She has set a clear direction for the school's work with the wholehearted support of senior managers, the committed staff and governors. She has made a good start in addressing the concerns of parents through more regular communication and has re-established confidence in the leadership of the school. Subject coordinators monitor teachers' planning and the work that pupils do. They observe teaching in their subjects and provide their colleagues with helpful ideas and resources. The school uses this information to evaluate how it can improve achievement. The school has recognised that more needs to be done to track pupils' achievements to ensure that they are consistently making the progress they should in all lessons and subjects. The school runs smoothly with the support of capable senior managers and administrative staff. The knowledgeable governors are very supportive of the school and have been fully involved in evaluating the school's current strengths and weaknesses. Through this process, the school has clearly identified what it needs to do to get even better, for example, improving relationships with parents and challenging more able pupils to achieve well. The head teacher plans to involve parents

and pupils in future evaluations to ensure that everyone has a shared vision of the school's strengths and weaknesses. The recent effective improvements which have been made with the full support of the committed staff and governors indicate that the school is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Mr Parker and I very much enjoyed meeting many of you when we visited your school recently. This letter is to thank you for taking time to talk to us about your school and your work and to let you know what we found out.

You get a good start to your education in the reception class. Many of you achieve well in national tests as you progress through the school. You have lots of different opportunities to learn which you told us you enjoy. Your teachers take care of you and you feel safe in school. We saw how much you enjoyed finding things out and working really hard in some of the lessons we saw. However, we also saw that not all of your work is 'just right' for you and that sometimes you do not behave as well as you should. This is disappointing as it means that you are not always learning as much as you could.

Your new headteacher, teachers, the Governors and your parents are very keen to make sure that all of you do the best you can. Your headteacher and all the staff are very clear about what the school does well and what they need to work on next. They already have some exciting changes planned which they have begun to work on. We have asked them to remind you to behave as well as you know you should, all of the time. We have also asked them to try to make sure that the work they ask you to do is just what each of you is ready to learn next. This means that some of you will need to work even harder. We know that you can do this as you told us so.

Good luck with the hard work. We know you will enjoy it.

Nicola Davies

Lead Inspector