



Kineton CofE (VA) Primary School

Inspection Report

Unique Reference Number 125692
Local Authority Warwickshire
Inspection number 293333
Inspection dates 7–8 March 2007
Reporting inspector Roger Sadler

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

Type of school	Primary	School address	King John's Road
School category	Voluntary aided		Kineton
Age range of pupils	4–11		Warwick CV35 0HS
Gender of pupils	Mixed	Telephone number	01926 640397
Number on roll (school)	184	Fax number	01926 642543
Appropriate authority	The governing body	Chair	Simon Penson
		Headteacher	Jane Moffatt
Date of previous school inspection	27 May 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to this school mainly from Kineton and the surrounding villages. Almost all pupils are from White British families. An average proportion of pupils have learning difficulties. Few pupils are eligible for free school meals and the school serves an area of above average economic advantage. The Year 4 class has been affected by a series of staff absences.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school where satisfactory leadership and management have ensured that pupils make adequate achievement and progress. Children enter Reception with knowledge and skills above what are expected nationally. They quickly settle in and make sound progress because their needs are carefully assessed and effectively met. By the end of Reception, many pupils exceed the expected standards. Pupils continue to make satisfactory progress in Years 1 and 2 and standards in Year 2 are above average. In Years 3 and 4, because pupils are not always challenged or required to do their best, progress slows. However, very good teaching in Years 5 and 6 enables pupils to progress well and many of the current Year 5 and 6 pupils are attaining above average standards in English, mathematics and science.

Teaching is satisfactory overall and good in Years 5 and 6, where expectations are high. Care, guidance and support for pupils are satisfactory. There are strong systems for monitoring pupils' progress. In all classes, extra support is given to pupils who are at risk of underachieving and this is helping their progress. Pupils with learning difficulties make good progress throughout the school because they are identified early and given carefully tailored teaching, involving good support by teaching assistants. Higher attaining pupils in Years 5 and 6 are given extra challenge, especially in mathematics, and this helps them achieve their best. The school gives pupils ambitious targets to aim at in their writing and, in Years 5 and 6, most pupils show a clear understanding of the particular areas they need to concentrate on in order to improve their writing. In other classes, not all pupils evaluate their own or others' work sufficiently because teachers miss chances to establish clearly what a good piece of work should look like.

Pupils' personal development and well-being are satisfactory. Pupils say they enjoy school and their attendance is excellent. The curriculum is good and learning and enjoyment are often improved by interesting lessons. In Years 5 and 6, relationships are very good and these pupils are well mannered and mature and work cooperatively and safely. Although most parents are very supportive of the school, many parents of Year 4 pupils are concerned about behaviour and attitudes to learning in this class. The school does not expect enough of these pupils and they sometimes lose concentration, act unsafely and with insufficient consideration for others. This reduces the pace of learning and pupils' enjoyment of lessons. Although there are strong systems for monitoring the work of the school, insufficient action has been taken when weaknesses in behaviour have been identified and teachers do not adopt a consistent approach in dealing with it.

What the school should do to improve further

- Revise and implement the behaviour policy and ensure that all teachers have consistently high expectations of pupils' behaviour.
- Ensure that all teachers challenge pupils to concentrate in lessons and do the best of which they are capable.

- Ensure that all teachers help pupils see exactly where their work requires improvement and how to make it better.

Achievement and standards

Grade: 3

By the time they leave in Year 6, pupils attain above average standards. Their progress and achievement are satisfactory. Children are inducted well and sensitively cared for in Reception, quickly growing in confidence and making sound progress in all aspects of learning so that many exceed the expected standards. In Years 1 and 2, pupils continue to make satisfactory progress and Year 2 pupils attain above average standards. Pupils do not always do their best in Years 3 and 4 because not enough is expected. In Years 5 and 6, pupils make good progress because of challenging and effective teaching and the careful use of assessment. Year 6 pupils in 2006 made satisfactory progress but only reached average standards in test results because this year group started from a lower point than usual for the school. Inspection evidence indicates that standards are rising in Years 5 and 6. Ambitious targets have been set for these pupils in English and mathematics. The school's assessments and their current work indicate that pupils are on track to reach above average standards, with around half of them attaining Level 5 by the age of 11. Above average standards in English and mathematics and satisfactory personal development and well-being provide pupils with sound preparation for the next stage of education and the world of work beyond.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Older pupils show great enthusiasm for school. Attendance is outstanding. Most pupils enjoy lessons, understand how to conduct themselves safely and show consideration for others. In Year 4, however, pupils express their concerns about poor behaviour in their class. They do not always feel safe in school and dislike their learning being interrupted. Although older pupils show good social, moral, spiritual and cultural development, this is not consistent in all classes. Good opportunities are offered for understanding life in other cultures, such as taking part in a local international festival and visiting places of worship of other faiths. An effective personal, social and health education programme means that pupils have a good awareness of healthy lifestyles. Pupils make a good contribution to the school community. Older pupils enjoy helping younger pupils at lunchtimes as 'super buddies'. They also develop a sense of responsibility to the wider community through charity work and such projects as collecting money to repair a well in Africa. The school's close links with the local church and three local senior citizens' homes enable pupils to be involved with local community events.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall but too inconsistent. Most teachers plan lessons well for pupils with different capabilities. Teaching in Reception and Years 1 and 2 is satisfactory and pupils make sound progress. Teachers in Years 5 and 6 have high expectations and pupils benefit from challenging tasks that allow them to develop independence and take responsibility for the quality of their work. Expectations are not high enough in Years 3 and 4 and work is sometimes too easy. Most teachers manage pupils effectively but, in a minority of lessons, the unsatisfactory behaviour of a few pupils slows the pace of their learning. Pupils with learning difficulties have clear individual education plans, written in language that is easy for them to understand. These plans and the well tailored additional support from teaching assistants, who work cooperatively with teachers, enable these pupils to make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of most pupils. In Reception and other classes, it is broad, balanced and often interesting. Strong links between different subjects and the use of interesting resources make lessons relevant and interesting to pupils, and information and communication technology (ICT) is used well in many subjects. Opportunities are given to higher attaining pupils to work on special projects, such as a recent 'space' event organised by Wolverhampton University. Provision for sport and music is good. Strong links with the local high school promote good sporting opportunities and almost all pupils can swim, often due to their use of the school's own pool. Excellent singing was heard in two assemblies and pupils are keen to learn instruments. Health education is good and the school has received the 'Healthy Schools Award'. Good extra-curricular provision features a wide range of well attended clubs. Residential visits for Years 5 and 6, varied visits for all year groups and frequent visitors to school enrich the curriculum.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Procedures and training for child protection, first aid and health and safety are effective. Rigorous assessment and tracking procedures have recently been established. Marking is good throughout the school. Pupils in Years 5 and 6 show clear understanding of their learning targets and pupils in other classes are beginning to do so. Older pupils are given frequent chances to assess and improve their learning and clear guidance on how to do so. However, in other classes, chances are missed to help pupils improve their work. Expectations of behaviour are inconsistent because the school lacks an effective behaviour policy.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Subject leaders, especially in English, mathematics, ICT and physical education, carry out their roles well and provide good support and guidance to colleagues to help them improve their teaching. Staff training and guidance are often effective and help staff to improve pupils' learning. For example, the school has helped all staff understand how to set targets to help pupils see how to improve their writing and has also helped all teachers mark pupils' work well. The assessment of pupils with learning difficulties and the provision to meet their needs are well managed. Links with external support agencies are good and these pupils progress well throughout the school. Despite a satisfactory programme of monitoring and evaluation, the school's evaluation of its overall effectiveness is over optimistic. Successful action has been taken to remedy a number of weaknesses, such as previous weaknesses in subject leadership. However, sometimes insufficient action is taken. For example, despite poor behaviour in some classes, guidance on dealing with behaviour is not effective enough. Some teachers' expectations of achievement and behaviour go unchallenged and their skills and confidence in dealing with unsatisfactory behaviour go unsupported. Governors carry out their roles in a satisfactory way. They know the school well but sometimes do not provide enough challenge to the senior management team to ensure that pupils' achievement and their personal development and well-being are consistently good. Consequently, the school's present capacity to improve is just adequate.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making Mrs Usher-Clark and me so welcome when we came to inspect your school. We are pleased that many of you enjoy your school and that you attend very regularly and arrive punctually. We thoroughly enjoyed talking to you and your teachers and watching you learn. We think your school is properly run and is giving you a satisfactory education. The work you do and the clubs you are offered are often interesting. Adults provide satisfactory teaching and care for you so that you make sound progress. Pupils in Years 5 and 6 work very hard and do their best. We enjoyed your class assembly and your enthusiastic singing. You show good understanding of the importance of eating the right food and exercising regularly. Although older pupils behave well, some of you, especially in Year 4, do not behave as well as you should. Most of you know right from wrong, show consideration for others and are friendly and helpful to each other. We were impressed by how older pupils take responsibility for helping others within the school. Those of you who find learning hard make good progress because the school gives good attention to helping you learn. You are being given satisfactory preparation for your next school and for the world of work beyond.

- There are three things that we have asked your school to work on.
- To revise the behaviour policy so that all teachers expect you all to behave well at all times.
- To ensure that all teachers make sure that you all concentrate in lessons and do your best.
- To ensure that all teachers help you see exactly where your work needs improvement and show you how to make it better.