

Kineton CofE (VA) Primary School

Inspection report

Unique Reference Number	125692
Local Authority	Warwickshire
Inspection number	340821
Inspection dates	16–17 June 2010
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	Dr Simon Penson
Headteacher	Mrs Margaret Pollard
Date of previous school inspection	7 March 2007
School address	King John's Road Kineton Warwick
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Introduction

This inspection was carried out by three additional inspectors who observed nine lessons taught by seven teachers. Inspectors talked to groups of pupils, staff, governors and school improvement staff, and analysed the responses from 84 parent questionnaires. They observed the school's work, and looked at progress information, pupils' work and school planning.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching is challenging enough to increase the pace of progress and drive up attainment
- how well the curriculum is organised to promote progress in writing and science
- the accuracy of the school's self-evaluation and the urgency with which the school deals with identified areas for improvement
- what the school is doing to improve children's progress in Reception.

Information about the school

This is a small school and almost all pupils come from White British backgrounds. A very small number of pupils is in the early stages of learning English. A broadly average proportion of pupils have special educational needs and/or disabilities. These pupils have either behavioural, emotional and social difficulties, moderate learning difficulties or autism. The school has the National Healthy Schools and Activemark awards. There is a privately managed nursery school on the school site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Pupils reach broadly average levels of attainment and make satisfactory progress. After a period of staffing difficulties, progress is improving and, although pupils have not fully caught up on previous slow progress, improvements in progress and standards are moving through the school. Attainment in science has improved and is now similar to that in other subjects. However, there are pockets of underperformance in writing, and progress is too slow for some pupils with special educational needs and/or disabilities. The very small number of pupils with English as an additional language make satisfactory progress. The most able pupils make satisfactory and sometimes good progress. Children make satisfactory progress in the Reception class and although many children make good progress, their progress in developing language skills is slower because they do not have enough opportunities to practise language and literacy skills, especially speaking.

Pupils enjoy school and behave well. They say there is occasional unacceptable behaviour but that it is dealt with well. Pupils have a good understanding of the importance of eating healthily and most take part in at least one of the many physical activities available. Pupils make a good contribution to the school and wider community through the active work of the school council, links with local organisations and the church, and support for several charities. They feel safe and know how to take care of themselves. They treat each other with respect and consideration. Pupils have sound literacy, numeracy and computer skills and are satisfactorily prepared for the next stage of their education.

Teaching is satisfactory and improving. In the best lessons work is challenging and fast paced and catches pupils' interests and motivates them to work hard. The best marking tells pupils how well they are doing, gives guidance on how to improve and provides opportunities for pupils to respond to advice. However, there are occasional inconsistencies. In the least effective lessons slow pace, work that is not matched to pupils' abilities and uninteresting activities quickly lead to pupils losing concentration. Occasionally work is not fully matched to the learning needs of pupils with special educational needs and/or disabilities. Nevertheless, improvements in the teaching are starting to push up standards and most pupils enjoy their learning. The curriculum is satisfactory and improving. There are increasing links between subjects to make learning interesting and relevant, and writing activities in most subjects are helping raise standards of literacy. Provision for information and communication technology (ICT) is improving and there are increased opportunities for investigative science. The range of enrichment and out-of-school activities is good and well supported.

The quality of care, guidance and support is good. Induction and transfer arrangements

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as pupils join the school, change classes and move on to secondary schools are good. Good links with outside agencies support effective procedures to deal with vulnerable pupils. In particular, children with emotional and social problems are supported effectively and settle into school successfully. Strategies to deal with occasional absence and unacceptable behaviour are effective and there are good relationships with families. The headteacher gives good direction for the school's improvement and she is supported effectively by the governing body which sets ambitious targets. Other leaders provide sound support, but due to several staffing changes have not established a coherent programme of observation and evaluation of teaching to help accelerate the pace of improving progress. The school has accurately identified the areas for improvement. In Reception, recent improvements in assessment, teaching and the curriculum are leading to improving standards and progress. Sound progress has been made since the previous inspection and the capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Improve progress by July 2011, especially in writing, by making sure that:
 - activities engage and motivate pupils
 - work is consistently matched to pupils' learning needs
 - marking provides clear guidance on how to improve progress and time is provided for pupils to follow up on advice given
 - middle leaders evaluate teaching regularly so that they can initiate improvements to drive forward attainment and progress.
- Ensure that by Easter 2011 work for pupils with special educational needs and/or disabilities is consistently matched to their specific learning needs.
- Rapidly improve the progress in children's language development in Reception by Easter 2011, by making sure that adults frequently engage children in discussion.
- About 40% of schools whose effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In the majority of lessons learning is satisfactory and sometimes good. Progress is improving but is sometimes too slow, especially in writing, because activities are not always interesting or challenging enough for pupils to want to write about them. Attainment is slowly improving as efforts to improve learning through the use of 'talk partners' and focusing on basic numeracy skills start to have a positive impact. Pupils are pleased when they do well. Where they know what their targets are - and they are especially clear in English - pupils are enthusiastic and work hard to achieve them. Attainment has improved in science because there has been a successful focus on introducing investigation activities. This has improved pupils' skills in explaining their scientific understanding and in their enthusiasm for the subject. Improved provision for ICT is leading to pupils' developing a wide range of skills in the different aspects of the

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subject. Where pupils know how well they are doing and what they need to do next their progress is fastest.

Pupils like school and their attendance is good. Pupils take on a wide range of responsibilities. For example, they help at summer fairs, work on school reception, and older pupils help resolve conflict between other pupils. The school council organises pupil elections which helps develop their understanding of democracy. Pupils have a good understanding of moral values and are ready to share their feelings with each other. Their spiritual, moral, social and cultural development is good, and their understanding of the values, traditions and beliefs of other cultures is improving.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Learning is often fun and pupils willingly take part in activities in lessons. Where learning is fast, work is challenging and presented in relevant or interesting ways. In the best lessons pupils are especially enthusiastic when they discuss their work with each other and have opportunities to share their ideas. In these lessons teachers ask searching questions that encourage pupils to explain and write carefully and accurately. Most

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lessons are well planned and teachers generally match work to pupils' learning needs. However, in small a proportion of lessons teaching fails to enthuse pupils because the work is too easy or does not catch their imagination. In these lessons pupils produce work of a poor quality, especially writing. For the most part, work for pupils with special educational needs and/or disabilities is well planned and presented in a sensitive, engaging way by both teachers and teaching assistants. However, occasionally it is not clear what is expected of these pupils or the work does not suit their needs and they become frustrated.

The curriculum is improving as the school widens the range of links between subjects, and embeds writing, numeracy and ICT activities into other subjects. Art, music, drama, French, gardening and a wide range of sports activities enrich the curriculum and help sustain pupils' enthusiasm. Pupils enjoy the wide range of out-of-school sports activities, many provided by the good links with the local specialist sports college. Personal, social and health education plays an important part in enabling pupils to become sensitive to other people's needs and to understand their own emotions.

The school has good links with families, schools, external agencies and support services which ensure effective care and support for pupils. The strong Christian ethos is evident in relationships, and parents appreciate this. The school has good procedures to deal with absence and works hard to reduce the absence of the very small number of pupils who do not attend regularly. Unacceptable behaviour is dealt with well and all pupils feel that they can turn to any adult if they have any concerns. The support for pupils with special educational needs and/or disabilities is satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear view of how the school should improve and this is shared by staff. Others in leadership roles work hard to contribute to school improvement but continuing changes in staff and responsibilities has made this hard to sustain in a consistent manner. New permanent appointments from September 2010 have been made to attempt to resolve this situation. The governing body has been determined to appoint the right staff and it works effectively to support the headteacher and has been particularly effective in promoting links between families and the school.

Communications between school and homes are good. The school has good partnerships with other schools, external agencies and organisations that effectively

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promote the education and well-being of pupils. The school's promotion of community cohesion is satisfactory and improving as it works to improve pupils' knowledge of the diverse cultures in modern Britain. The school's efforts to promote the achievement of all groups of pupils are satisfactory and its work to deal with discrimination is good. At the time of the inspection all safeguarding requirements were met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress, and progress is improving with many children achieving well. By the time children enter Year 1 attainment is broadly average, though for many it is above average. Children make slower progress in developing literacy skills and better progress in their personal and social development. Provision is satisfactory overall and rapidly improving. Activities to engage children's interest and sustain their concentration are well organised and allow pupils to use the indoor and outdoor areas well. Adults' support for children, especially for their welfare, is good. There are effective links with families, pre-school providers and Year 1 to underpin this. Parents and carers are encouraged to bring children into school, and they appreciate the contact this gives them with staff. Teaching is based on accurate assessment of children's progress and a careful match of work and play activities to meet children's learning needs. This is particularly effective in helping children develop social skills. However, given that children's language skills develop more slowly than others, adults do not initiate enough discussions with children to accelerate their progress. Leadership and management are satisfactory and are driving forward improvements in provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The great majority of parents and carers responding to the questionnaire almost entirely support the school in all respects. Small numbers of parents expressed concern about their children's progress, how well pupils are prepared for the next stage of their education, and the quality of teaching and support for pupils. Inspectors agreed with these concerns to some extent, and they are reflected in the report. A little concern is expressed about leadership and the effectiveness in dealing with unacceptable behaviour. Inspectors judge that the school is well led by the headteacher and that the school deals with unacceptable behaviour well. A very small number of parents commented on what they felt to be poor communications between the school and homes, but inspectors found communications to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kineton CofE (VA) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	70	25	30	0	0	0	0
The school keeps my child safe	61	73	23	27	0	0	0	0
The school informs me about my child's progress	43	51	40	48	1	1	0	0
My child is making enough progress at this school	44	52	36	43	2	2	0	0
The teaching is good at this school	49	58	32	38	1	1	0	0
The school helps me to support my child's learning	42	50	39	46	3	4	0	0
The school helps my child to have a healthy lifestyle	52	62	31	37	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	51	36	43	4	5	0	0
The school meets my child's particular needs	48	57	31	37	2	2	0	0
The school deals effectively with unacceptable behaviour	36	43	40	48	6	7	0	0
The school takes account of my suggestions and concerns	43	51	36	43	0	0	0	0
The school is led and managed effectively	41	49	37	44	3	4	0	0
Overall, I am happy with my child's experience at this school	53	63	28	33	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 June 2010

Dear Pupils

Inspection of Kineton CofE (VA) Primary School, Warwick, CV35 0HS

Thank you for making us so welcome when we inspected your school. You told us a lot about your school and what you think of it. We think it is a satisfactory school which is improving. Here are some of the things we found during our visit.

You make satisfactory and improving progress.

Teaching is satisfactory and becoming better. Most of you enjoy school, especially when there are activities to make learning interesting.

Most of you know how well you are doing and what you need to do next to do even better, and how to improve your work.

You behave well, and treat each other with respect.

The headteacher, governors and staff work hard to help the school improve.

You know what you need to do to stay healthy and most of you take part in at least one physical activity.

You carry out any responsibilities you have well.

The school takes good care of you and makes sure you are safe.

In order for the school to be even better we are asking your teachers to do the following things.

Improve your progress, especially in writing, by making sure work is interesting, matched closely to your learning needs, marked in a way that tells you how to do better and gives you time to follow any advice given, and to make sure teaching continues to improve.

Make sure that pupils who find learning difficult always have the support they need to help them do well

Improve children's language development in Reception by making sure adults encourage children to discuss their learning.

You can help by telling teachers if you think the work is too easy and by always trying to write about the work you do so that your literacy skills improve. We wish you well for the future.

Yours sincerely

Ted Wheatley

Lead inspector

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