

Kineton CofE (VA) Primary School

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

Inspection dates

14–15 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Strong and resolute leadership has improved outcomes and teaching significantly since the previous inspection. Leaders and governors are highly ambitious and have a clear and precise vision for further improvement.
- Improvement plans are sharply focused on the school's main priorities and regular monitoring and evaluation ensure that these are achieved. Leaders have successfully provided high-quality training and support for staff. This has led to better teaching and faster rates of progress.
- Governors are extremely knowledgeable and contribute significantly to shaping and steering the strategic direction of the school. They provide excellent levels of challenge and support and have an in-depth understanding of how well the school is performing.
- Leaders use the pupil premium funding exceptionally well. Disadvantaged pupils make good progress due to the effective support they receive. Their personal and social development is also fully considered and opportunities provided to involve them fully in the life of the school.
- Pupils benefit from and enjoy the wide range of subjects offered. Additional visits, visitors and clubs all enrich the curriculum and provide memorable experiences for pupils.
- Teaching has improved. Teachers and teaching assistants provide good support for disadvantaged pupils and those who have special educational needs and/or disabilities. However, on occasion, teaching lacks challenge for the middle- and higher-ability pupils, especially in early years and key stage 1.
- Good opportunities are provided for pupils to discuss their work with partners. However, teachers sometimes provide too much structure and guidance for pupils. This limits their ability to use and develop their own ideas.
- Pupils make good progress from their starting points. In 2016, standards were above the national average at the end of Year 2 and Year 6. Nevertheless, pupils' use of grammar, punctuation and spelling are not secure and this affects the quality of their written work.
- Children in the early years make good progress. This is due to consistently good teaching and effective leadership.
- Pupils behave well in lessons and around school. Strong relationships generate positive attitudes to learning. However, pupils' understanding of other cultures and different beliefs needs further development.
- Pupils enjoy school and are reluctant to go home at the end of the day. Many choose to play on the school field with their friends.

Full report

What does the school need to do to improve further?

- Continue to improve teaching, learning and assessment by:
 - increasing the level of challenge for middle- and higher-ability pupils so that a larger proportion can demonstrate that they are working at greater depth, especially in early years and key stage 1
 - providing opportunities for pupils to use and develop their own ideas and present work in their preferred style
 - improving pupils' use of grammar, punctuation and spelling skills in their writing
 - extending pupils' knowledge and understanding of other cultures and those with different religious beliefs.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The tenacious and unwavering leadership of the headteacher, senior leadership team and governing body have brought about significant improvements to teaching and learning since the previous inspection. Standards have risen and pupils make good progress from their starting points. There is strong capacity for further improvement.
- Leaders have a clear vision and have formulated sharp development plans which focus on the school's key priorities. Regular evaluation and checking on these plans ensure that actions lead to successful outcomes. They have created a culture of aspiration and ambition through the school's motto of 'believe, grow, achieve'. They have set high expectations, which both pupils and staff rise to.
- The headteacher and key stage leaders have provided extensive and effective support for staff. Training sessions, individual coaching and targeted feedback following lesson observations have helped teachers to improve their practice. Collaboration with other schools has also developed the quality of leadership and teaching within the school.
- Leaders carry out rigorous and robust checks on teaching to ensure that pupils are achieving well. These checks are carefully linked to teachers' performance management targets. Pay awards for staff are only recommended to governors for approval where there is clear evidence that pupils are making good progress.
- Highly effective use is made of the pupil premium and special educational needs funding. Early identification and accurate assessment ensure that eligible pupils receive targeted support to reach their potential. Support is implemented through additional teaching, small-group work or one-to-one intervention to keep pupils firmly on track. Leaders monitor how successful this support is and adjust it as necessary. Funding is also used to enable disadvantaged pupils to participate in all school events, such as music lessons and school trips. This aids their personal and social development.
- The physical education (PE) and sports funding is managed very well. Funding allocated has been used to increase pupils' participation in sport and extend the range of activities and competitions they take part in. Staff have also benefited from observing PE sessions led by specialist sports coaches. This has increased teachers' confidence and ability to teach PE. Greater use is also made of the school outdoor environment for learning and playing. Pupils wear wellies so that good use can be made of the school's playing field in all weathers. This contributes to pupils' physical development.
- Leaders promote pupils' spiritual, moral, social and cultural development well through the curriculum and the opportunities offered. Pupils have a good understanding of the school values, such as teamwork, forgiveness, respect, responsibility, honesty and perseverance, and link these to British values. Pupils refer to these as 'core values', which are displayed prominently in the school hall. They are at the heart of the school's work to promote caring, responsible citizens and prepare pupils for life in modern Britain. However, pupils' knowledge of different cultures and people with different religious beliefs to Christianity is less well developed.
- Pupils enjoy the wide range of subjects offered. Exciting and imaginative topics, such

as 'Land Ahoy' or 'Off With Their Heads', help develop pupils' literacy and numeracy skills, while extending their knowledge and understanding of history, geography and science. Regular art, music and sporting opportunities, together with learning Portuguese and cooking regularly, also contribute to pupils' cultural and social development. The curriculum is extensively enriched with visits, visitors and clubs which provide pupils with memorable and worthwhile experiences.

- The vast majority of parents have positive views of the school. This is because leaders took swift action to address this when it appeared as a key issue in the previous inspection report. Regular communication is in place and staff and governors actively seek to resolve parental complaints as soon as they arise. As one parent put it:

'Over the last 18 months there have been noticeable changes in the school. The management team are more visible and available. The quality of the teaching staff has improved and a real focus on specialist areas is evident.'

- The local authority has provided good advice, guidance and support. It has carefully tracked and monitored the development of the school since the previous inspection. Regular 'task group' meetings enabled the local authority to hold leaders to account and check on progress in areas identified for improvement.

Governance of the school

- Governors have a very detailed understanding and knowledge of the school. They have a broad range of skills and expertise which they put to good use to fulfil their statutory duties. They are highly committed and have played a significant role in setting and steering the strategic development of the school since the previous inspection. Careful consideration has been given to formulating priorities for the school's new five-year strategic plan. Consultation and input from staff, parents and governors have ensured that it is a team effort, highly focused on pupils' needs and development.
- Governors keep a very careful eye on financial management. They have a good knowledge of how the pupil premium is spent and the impact this has on eligible pupils. They ask challenging and probing questions in meetings about pupils' progress, interventions in place and resources used to ensure that the school achieves value for money.
- Governors have a good understanding of the quality of teaching and how well pupils are achieving. They carefully monitor the performance of the headteacher. They visit school regularly, receive reports from different leaders and canvass the views of parents, staff and pupils. They are highly trained in interpreting assessment information, both current and historic. As a result, they know precisely where the strengths and weaknesses in the school lie.

Safeguarding

- The arrangements for safeguarding are effective.
- A strong safeguarding culture has been established. Clear messages are displayed prominently around school, including in the adult cloakrooms, reminding staff that safeguarding is a collective responsibility. Displays and posters also reinforce key

messages to pupils, for example reporting any concerns to an adult in school and reminding pupils about the potential dangers of using the internet.

- As the designated leader for safeguarding, the headteacher is fully trained and has a secure understanding of this role. She has ensured that all staff and governors have received the latest guidance and know what to do if they have any concerns about pupils' welfare and well-being. Appropriate action is taken and referrals are made to external agencies when serious concerns are raised and parents are contacted and kept informed. Records are stored securely and are fit for purpose.
- Leaders carry out robust checks when appointing staff to ensure that they are suitable to work with children. Site safety includes a secure entrance to the school and external gates being locked during school hours.

Quality of teaching, learning and assessment

Good

- Teaching is good across the school. This is as a result of effective staff training and development. There is greater consistency in the quality of teaching that results in all groups of pupils making good progress and achieving well.
- Teachers have good subject knowledge and plan lessons which build on pupils' previous knowledge and skills. Teachers develop positive relationships with pupils, which has a beneficial impact on pupils' motivation and learning. Teaching is good across a range of subjects and teachers plan interesting and exciting activities to interest and engage pupils during lessons.
- Reading is taught well from the outset. Children learn to break down and blend tricky words from Reception Year. Pupils read regularly, both at home and at school. Older pupils develop good reading habits and read for pleasure. The well-stocked and recently established library is attractive and used well. It strongly encourages pupils to read widely and often. The reading initiative introduced after the previous inspection is having a very positive impact on reading standards.
- Leaders have supported teachers well in teaching mathematics. Training, coaching and support have improved the teaching of mathematics for all groups of pupils. Pupils carefully select different problem-solving and reasoning activities. This helps develop mastery in mathematics, although this is less well developed in key stage 1. Regular homework also helps pupils advance their mathematical skills through computer programs. Parents commented on how much their children enjoy mathematics now.
- Effective and well-managed support is in place for any pupils who are at risk of underachieving, but especially disadvantaged pupils and those who have special educational needs and/or disabilities. Teachers and teaching assistants provide small-group or one-to-one help. This focused input results in pupils being fully included in school life and achieving well.
- The needs of the most able pupils are also catered for well, especially in reading and mathematics. Pupils are encouraged to read a wide range of books and from challenging texts. Problem-solving and reasoning skills have been successfully incorporated into mathematics lessons. Pupils can select from tiered learning objectives – bronze, silver or gold – to challenge themselves further in their work. Less challenge is evident in the writing tasks and the grammar, punctuation and spelling tasks set.

- Teachers create a very positive climate for learning. Excellent displays throughout the school celebrate the best examples of pupils' work and show the wide range of subjects taught. Displays in classrooms also provide helpful prompts to aid pupils during lessons. All classrooms are kept neat and tidy so that pupils can work efficiently and effectively.
- Teachers check pupils' understanding regularly during lessons through good questioning skills. Pupils regularly respond to teachers' comments in accordance with the school's policy. Pupils in key stage 2 often self- or peer-assess their own work or that of their classmates. Regular opportunities are provided for pupils to discuss their thoughts or answers with a partner. As a result, participation in lessons for all pupils is good.
- On occasion, teachers do not challenge pupils well enough, especially in the early years and key stage 1. For example, pupils rolled a dice and then had to double the number it landed on. However, pupils were able to double numbers well beyond six when asked. This lack of challenge slows the progress of some pupils, especially middle- and higher-ability pupils. As a result, some do not reach the levels they could at the end of a key stage. Sometimes, teachers provide too much structure and support for pupils through worksheets or overly directed tasks. This stifles pupils' creativity and the quality and quantity of work produced.
- While pupils' writing skills are developing well in terms of the genres covered and vocabulary used, their use of grammar, punctuation and spelling is weak across the school. Leaders have begun to address this and there are early signs that the links to improved phonics teaching are beginning to impact on pupils' written work in the younger classes. However, too many pupils, including the most able writers, make too many mistakes which are not addressed. This weakens the quality of their work and restricts the accuracy and comprehension of their writing.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and readily take on additional roles and responsibilities, for example as eco and school council members or e-safety champions. Pupils carry out these roles maturely and sensibly. They hold committee meetings and take notes of discussions held and any decisions made.
- Healthy living is strongly promoted and pupils have a good understanding of the importance of a good diet and regular exercise. This is encouraged through increased outdoor learning and through topic and science work, for example about the human body. Visitors, such as the school health visitor, also lead assemblies to remind pupils about keeping healthy.
- Pupils understand the definition of bullying and the different forms it can take. They are clear that they should report any incidents of unkind behaviour. Photographs of staff around school spell out that there is always an adult on hand to talk to who will listen and help. Where incidents are reported, pupils are confident that their concerns are addressed quickly by staff.

- Pupils feel safe and know how to keep themselves safe, particularly in relation to fire, road and internet safety. E-safety champions are on hand to give advice about using technology and to be aware of the dangers of providing personal information to strangers on social media sites. Parents agree that their children are safe. One parent spoken to said their child had 'told them off' for putting their name and address on an internet site when shopping online. This shows that the message has clearly gone in.
- Pupils have good social skills and strong moral values. This is because they have regular opportunities to work together and the school values are taught well through assemblies, visitors and lessons. Pupils show good levels of respect for each other and adults. They learn to be good citizens and how to help those less fortunate than themselves, for example by giving food to foodbanks after harvest. Pupils' knowledge of different cultures and people with different religious beliefs is developing, but not yet secure.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous. They behave well in lessons and around school. They play together harmoniously and all age groups socialise well at breaktimes. Pupils are keen to learn and show positive attitudes to their work. They respond well to teachers' comments in their books and the feedback given.
- Pupils are clear about the behaviour code and are aware of the sanctions and rewards in place. Zone boards in classrooms, together with dojo points and house points, reinforce good behaviour and keep expectations high.
- The school carefully records any incidents of inappropriate behaviour. Records show that incidents are rare but action is taken and the behaviour policy implemented fully when necessary, for example excluding pupils for fixed-term periods for serious incidents. Adults manage behaviour well and, as a result, pupils' learning is not disrupted. Occasionally, pupils run in corridors or find it difficult to take turns when taking part in a discussion.
- Attendance in 2015/16 was above average. In this academic year, it is average due to a high proportion of illness in the autumn term. Leaders track attendance carefully and follow up any repeated absences. As a result, there are very few pupils who are persistently absent. Pupils enjoy school and many are reluctant to go home at the end of the school day, preferring to stay on at clubs or play on the school field with their friends.

Outcomes for pupils

Good

- The headteacher and leadership team have taken decisive and highly effective action to improve outcomes for pupils. New schemes and initiatives have been successfully introduced in phonics, mathematics (including homework) and curriculum design. However, the school has carefully tailored these to suit the needs of their pupils. There is clear evidence that the changes introduced are having a positive impact on pupils' achievement across the school.

- Pupils make good progress from their starting points. In 2015, standards were significantly above average at the end of key stage 1, but broadly average in key stage 2. In 2016, standards remained above average in key stage 1 and were also above average in key stage 2. An impressive proportion of pupils reached greater depth in reading, writing and mathematics at the end of Year 6. The small number of disadvantaged pupils also achieved well in the national tests and made good progress in reading and mathematics.
- The proportion of pupils who attain the expected level in the Year 1 phonics check has risen since the previous inspection and is consistently above the national average. All pupils achieved the level expected in 2016, including the small number of disadvantaged pupils in that cohort. All disadvantaged pupils who repeated the check in Year 2 in 2016 also reached the level required.
- The school's own information and work in pupils' books show that current pupils are making good progress in reading, writing and mathematics. Pupils also make good progress in other subjects, although weaknesses in their grammar, punctuation and spelling weaken the quality of their recording. In science, pupils learn to conduct fair tests, make predictions and record their results. Drawing conclusions, however, is still in the early stages. Topic work develops pupils' historical, geographical, design technology and computing knowledge, and art books show that pupils progressively build on the skills taught, using different media.
- The responsibility for pupils who have special educational needs and/or disabilities is shared between the headteacher, deputy headteacher and learning mentor. Together, they check the effectiveness of the extra help provided. Staff adapt the activities and resources provided wherever necessary. This ensures that the small number of pupils in the school, including those with highly complex needs, make good progress.
- Disadvantaged pupils have access to all the opportunities provided at the school, such as clubs and trips. This is because some of the pupil premium funding is set aside for eligible families to access to subsidise extra-curricular activities. Pupils also benefit from the additional support provided. This enables them to keep up with their peers and achieve as well as, and on occasion better than, other pupils in the school. The differences in attainment and progress between disadvantaged pupils and other pupils nationally have diminished or are closing rapidly.
- The middle- and higher-ability pupils are well provided for and do make good progress. However, the lack of challenge in some lessons restricts the progress they make, especially in early years and key stage 1.
- Due to improved teaching and accelerated progress, pupils are well prepared for the next stage of their education.

Early years provision

Good

- Most children transfer from the on-site playgroup to Reception class. Induction procedures are well managed and good links exist between the two settings. As a result, children settle quickly and get off to a good start in school.
- On entry, children's abilities are in line with those expected for their age in most areas. However, their speech is sometimes delayed. With good support and clear modelling by

adults, children quickly make up any lost ground and become confident and articulate talkers. Children make good progress in all areas of learning because teaching is good and provision is well managed. By the end of Reception Year, the proportion of children reaching a good level of development is above the national average and rising. This includes disadvantaged children in early years due to the effective use of the pupil premium and support provided. As a result, children are well prepared for Year 1.

- Children who have special educational needs and/or disabilities are identified early and given the right level of one-to-one support. Adults provide high levels of nurture and care which enable children to thrive. Children with physical disabilities are fully integrated into classroom life. Disadvantaged children also receive effective support. This results in them achieving as well as their classmates.
- Teachers plan a good balance of activities led by adults and those which children choose for themselves. Good use is made of the outdoor area to develop different aspects of the curriculum. Early reading, writing and number skills are taught well and build on children's different levels of ability. However, sometimes children are not challenged sufficiently, especially those of middle and higher ability.
- The early years leader has provided good levels of support for staff and has a clear vision for further improvement. Regular observations are carried out for each child and matched to appropriate age-band statements. Several areas are focused on in order to gather evidence of all aspects. Photographic evidence, together with samples of children's own work, contributes effectively to assessments made of children's abilities. Very occasionally, these are too cautious, especially on entry to school.
- Good communication exists with parents, who are kept fully informed as to how well their children are doing. Parents are invited regularly to 'sharing afternoons' to see their children's work. 'Did you know...' slips are also sent home for parents to provide information about children's home learning. These are included in children's learning journals and add to the assessment and profile of each child.
- High expectations of behaviour are set from the outset and children quickly learn to follow instructions and learn routines. They listen to each other, share equipment and play together happily, both indoors and outdoors. Staff have created a bright and vibrant learning environment. Children are safe, well cared for and carefully nurtured. Safeguarding requirements are fully met.

School details

Unique reference number	125692
Local authority	Warwickshire
Inspection number	10025195

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Jenny Hughes-Webb
Headteacher	Margaret Pollard
Telephone number	01926 640 397
Website	www.kinetonprimaryschool.org.uk
Email address	admin3308@welearn365.com
Date of previous inspection	15–16 January 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Kineton CofE Primary is smaller than the average-sized primary school.
- Most pupils are White British and almost all speak English.
- The proportion of pupils supported by the pupil premium is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The early years provision comprises one Reception class, which children attend full-time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed teaching and learning in all classes. They saw 15 parts of lessons, eight of which were jointly observed with the headteacher or deputy headteacher.
- The inspectors met with pupils and heard a selection of pupils read. They looked at examples of pupils' work in their books and spoke to pupils about their learning.
- Meetings were held with the headteacher and other members of the leadership team. There were 11 responses to the online staff questionnaire and their views were taken into account.
- The inspectors met with members of the governing body, including the chair of governors, and spoke with a representative from the local authority. Reports on the school's performance carried out by the local authority were also reviewed.
- Account was taken of the 74 responses to Parent View, Ofsted's online questionnaire, together with text comments. The inspectors also gathered parents' views on the playground at the start and end of the school day.
- Various school documents were scrutinised, including the school's self-evaluation, development plans and information about managing teachers' performance. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed.

Inspection team

Heather Simpson, lead inspector

Her Majesty's Inspector

Matt Meckin

Her Majesty's Inspector

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