

Kemble Primary School

School Road, Cirencester, GL7 6AG

Inspection dates 19–20 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Relationships at all levels are very strong, as shown by strong mutual respect and understanding. This is a vibrant school that parents are very pleased with and plays an active part in the local community.
- Pupils achieve well. They make good progress from their starting points and most reach the higher Levels 5 or 6 in English and mathematics by the time they leave.
- The school enables individual pupils to succeed and make good progress so that when they leave they are well prepared for the next stage of their education.
- Teachers have high expectations of pupils' abilities and teach interesting lessons that motivate pupils. Marking is thorough and pupils know exactly what to do to improve their work.
- There is outstanding behaviour, both in lessons and in the playground. Pupils say there is no bullying. They feel very safe in school.
- The headteacher, senior leaders and governors have improved the quality of teaching and pupils' progress since the previous inspection and have strong capacity to continue to improve the school.
- Governors provide expertise, support and challenge and the partnership with a neighbouring small school benefits both schools by sharing the headteacher, other resources and expertise.

It is not yet an outstanding school because

- In a few lessons, teachers do not intervene quickly enough to ensure that all groups of learners make fast enough progress.
- In subjects other than English and mathematics, activities are not always well matched to pupils' abilities to extend their skills in reading, writing and mathematics further.

Information about this inspection

- The inspector observed 11 lessons taught by four teachers, of which four were joint observations with the headteacher. In addition, short visits were made to other lessons and the inspector listened to pupils read.
- Meetings were held with the headteacher, deputy headteacher, the Chair of the Governing Body and another member, a group of pupils and several individual parents.
- There were 43 responses to the on-line questionnaire (Parent View) and the inspector took account of feedback from parents' and carers' questionnaires undertaken by the school.
- The team looked at school documents, including data relating to assessment and pupils' progress, planning for school improvement, monitoring of teaching and learning and records about behaviour, attendance and safeguarding.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- There is an average proportion of pupils known to be eligible for free school meals who receive additional government funding through pupil premium. There are no looked after children or children from service families.
- There is a lower-than-average proportion of pupils with a statement of special educational needs and supported at school action plus.
- The proportion of pupils supported at school action is average.
- The school met the government's floor standard for the attainment and progress for pupils at the end of Key Stage 2 in 2012.
- A new headteacher was appointed from January 2011 and the school is now part of a two-year partnership with a neighbouring small school, starting in September 2012. The headteacher is now executive headteacher of both schools.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that teachers consistently intervene quickly enough in lessons to help all groups of pupils to make rapid progress
 - ensure that activities in other subject areas are planned so that they are closely matched to pupils' abilities and promote further progress in reading, writing and mathematics.

Inspection judgements

The achievement of pupils

is good

- Each year group varies widely when children begin school and some arrive with skills below that which would be expected for their age. They make a good start to school in the Early Years Foundation Stage in learning letters and the sounds that they make and developing their writing skills. In Years 1 to 6, pupils apply these skills well for reading throughout the school, and by the time they reach Year 6 they read a good range of books of many different types and eagerly participate in the on-line 'Read for my School' challenge.
- Pupils apply good vocabulary and knowledge of grammar very well in their writing. They understand how to write for many different purposes and styles, for example imaginative stories of a flashback in time in Years 5 and 6 and describing a character and developing a story using their knowledge of India in Years 2, 3 and 4.
- Pupils apply number and calculation skills in mathematics well. They can test statements about odd and even numbers in Years 4 and 5, and respond well to high levels of challenge in Year 6 in investigating a statement about products of numbers by ably demonstrating that it could be disproved and refined to be more accurate.
- Higher ability pupils are continually challenged, especially in mathematics and writing. Pupils with disabilities and special educational needs also make good progress from their starting points because they are given work that is well matched to their abilities, so encouraging independence. Small group and individual support is used well.
- Pupils in receipt of pupil premium make good progress and the average point score in English and mathematics for this small group in the school is rising, showing that they are also making accelerated progress.

The quality of teaching

is good

- Teachers have high expectations and plan a good range of activities in lessons to ensure that all groups of pupils are challenged. For example, more able pupils in Years 4 and 5 were able to position numbers in a number square to a defined rule quickly and accurately and middle ability groups approached another problem systematically. Lower ability pupils are well supported and small groups are used frequently to reinforce learning from the previous day, for example in teaching mathematical language and so address any misunderstanding.
- Pupils know exactly how to improve their work because of the high-quality marking. They have frequent opportunities to respond to this marking and say that it really helps in reminding them of what they need to do. The teachers' comments are individually tailored to each pupil and piece of work and so are highly effective.
- Mathematics is taught particularly well, with pupils using their knowledge of calculations to test statements and to devise word problems. Pupils report that the targets for each new topic help them to assess their learning and progress and ensure that they make good progress to higher levels. Systematic teaching of letters and sounds means that children in Early Years Foundation Stage make a good start. Older pupils learn good skills in finding information from a range of texts and understanding how authors engage readers so that they begin to do this in their own writing.
- Teachers engage pupils' interest well. Texts used for studying different forms of writing are very interesting. This extends pupils' understanding of other cultures and faiths, for example pearl fisherman on the Arabian Sea and stories about a British child's reaction to his father's Hajj pilgrimage.
- Teachers use assessment well and track it very regularly so that pupils' progress is continually checked. Any slowing in progress is quickly remedied by using small group work and extra help for individuals. Teaching assistants are well trained to support pupils and this makes a strong contribution to the good progress made by all groups, including those eligible for pupil premium

funding.

- All adults use questioning well and enable pupils to explain what they are learning and what they need to do next. This ensures that all pupils make good progress in reading, writing and mathematics. In a few lessons, teachers do not check pupils' understanding frequently enough so that tasks can be adapted quickly to accelerate progress further.
- The teaching of other subjects does not allow pupils to develop skills in reading, writing and mathematics across the whole range of subjects and activities, for these are not always fully matched to the range of ability in each class.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in lessons, applying themselves quickly to any instruction from adults and moving rapidly from one activity to the next. They play together very well in the playground and older pupils support the Reception class children as buddies when they start school. Parents commented how good this is as it cultivates good friendships across the whole school community.
- Pupils are very safe and parents agreed that the school is an exceptionally safe place. Pupils have many opportunities in the weekly Forest School sessions to judge levels of risk and learn how to use fire and tools safely. Pupils, through assemblies and class circle time, learn to explain their feelings and emotions and this ensures that they grow into mature and responsible individuals.
- Pupils work very well together in pairs and groups in lessons and enjoy fundraising activities that raise awareness of water usage, for example. They have made improvements to the school outdoor facilities through school council decisions. They have raised funds for an orphanage in Kenya and have good awareness of other cultures and modern democratic Britain.
- When pupils were questioned about the frequency of any bullying at the school they responded by saying, 'There is NO bullying.' They demonstrate excellent tolerance and understanding of any individual's behaviour, clearly explaining how adults support those who have more difficulty in controlling their reactions. There is evidence that behaviour has improved markedly over time for individual pupils. They have an excellent understanding of the different forms of bullying.
- Attendance is above average and still continually improving. The governing body supports the headteacher well with decisions for any absence requests from parents. School records of behaviour record minor incidents relating to individuals and these are very infrequent.

The leadership and management are good

- Parents, pupils and governors all commented that the new headteacher had brought 'a breath of fresh air' to the school, and they said that he and all staff are very approachable. They also said, 'Everyone is treated very fairly,' demonstrating that there is equal opportunity and no discrimination in the school. Checking of pupils' progress and improvement plans are now clearly targeted to continue to improve teaching and achievement.
- The local authority provides minimum support and any that it does is at the request of the headteacher. The authority has noted that the school has capacity to improve further because of the commitment of the whole staff to continual improvement under the leadership of the headteacher. The leadership has ensured that the areas for improvement identified in the previous inspection report have been fully addressed.
- Teacher performance is managed well and additional training is focused on what the school needs to do to improve, for example recent training in the teaching of mathematics has accelerated progress for all groups of pupils. Teachers' pay is related well to their performance in the classroom.
- The partnership with a neighbouring small school is effective in enabling staff training to be

more useful and for teachers to work together on the assessment of pupils' work so that they have an accurate view of this. They also share expertise and resources effectively.

- Parents value the school highly as shown by the significant proportion that responded to the on-line questionnaire, Parent View. They have good opportunities to find out how their children are doing at school and teachers are available to them every day. Parents also report that if their children have disabilities and special educational needs they are supported well.
- Pupil premium funding is used well to provide additional materials, teaching assistant time and small group work to accelerate progress for individual pupils. The school also ensures that funding is used to enable pupils to fully participate in a wide range of activities, so ensuring equality.
- Planned teaching for all subjects including personal, social and health education, circle times and assemblies, combined with outstanding behaviour and relationships, ensures that pupils are rounded, mature, thoughtful and sensitive individuals by the time they leave.

■ **The governance of the school:**

- The governing body has enabled the school to continue to improve by making strategic decisions that maintain the school's financial viability and ensure that high-quality staff are appointed. The governors know how well pupils at the school are achieving compared to national averages. The recent partnership with a neighbouring small school, sharing the headteacher, is checked carefully so that it works effectively for the benefit of both schools. The governing body has a good range of skills from finance, education and building sectors and has checked its own effectiveness. The governors check the work of the school formally through reports from the headteacher and informally on a weekly basis, providing good support and challenge. They ensure that the performance of the headteacher and all staff is well managed and ensure that financial rewards are linked closely to performance in the classroom and the progress of pupils. Governors know that the pupil premium is spent effectively to accelerate progress for the pupils for whom it applies.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115527
Local authority	Gloucestershire
Inspection number	401515

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Andrew McIntyre
Headteacher	Chris Conners
Date of previous school inspection	9–10 June 2010
Telephone number	01285 770303
Fax number	01285 770303
Email address	admin@kemble.gloucs.sch.uk

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