

# Kemble Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	115527
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	290247
<b>Inspection date</b>	8 June 2007
<b>Reporting inspector</b>	Don Mason

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Russell
<b>Headteacher</b>	Barry Parsons
<b>Date of previous school inspection</b>	1 September 2001
<b>School address</b>	School Road Kemble Cirencester GL7 6AG
<b>Telephone number</b>	01285 770303
<b>Fax number</b>	01285 770303

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<b>Age group</b>	4–11
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Pupils enter this small primary school with broadly average levels of attainment. The position varies considerably from year to year as does the proportion of pupils with learning difficulties and disabilities, which is below average. The headteacher is leaving at the end of this term.

## 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 and improving school. It provides a happy, friendly and welcoming environment for its pupils. It is held in high regard by its parents, the great majority of whom share the view that, 'this is a well run school with happy pupils, who want to learn, who are well taught by their teachers'. However, although it has some good features, the school's overall effectiveness is satisfactory because pupil achievement is satisfactory and standards are average. Good teaching in the Reception class ensures that these children make good progress, particularly in the acquisition of language and mathematical skills. Nearly all meet or exceed the levels expected for their age in all areas of learning by the end of the Reception Year. This good progress is maintained in Years 1 and 2. However, the rate of progress is not as fast in Years 3 to 6, with the result that pupils reach average standards at the end of Year 6. Standards attained in the 2006 Year 6 tests were below average overall and exceptionally low in English, mainly because of poor results in writing. The school has taken rigorous action to remedy this situation. Progress in writing is checked more frequently and pupils are given clear advice about how to improve their work. As a result, the dip in performance has been reversed. The school recognises that there is scope to improve assessment arrangements in mathematics and science so that the progress being made in writing can be repeated in these subjects. The quality of teaching is satisfactory overall. It is stronger in Reception and Years 1 and 2, and this is reflected in the better progress made by these pupils. It is improving as teachers make use of more rigorous assessment information to plan appropriate activities for pupils of different abilities. Teachers have been successful in their efforts to develop pupils' enthusiasm for writing. The curriculum is satisfactory. Pupils are appreciative of the staff's determination to provide them with interesting activities in the full range of subjects. Attendance is good and pupils thoroughly enjoy school life. Their good personal development is reflected in their self-confident, friendly demeanour and the way they talk with evident pride about their school and its beautiful surroundings. In this small school community, adults know the pupils well ensuring that they feel safe, adopt safe practices and know that someone will help them if there is a problem. The care, guidance and support provided for pupils are satisfactory overall. This is because pastoral care is stronger than the academic support which is satisfactory. Academic guidance is better in writing than in other subjects. The leadership and management of the school are satisfactory. Staff have a good understanding of the strengths and weaknesses of the school and a clear plan of action is in place to bring about improvements. However, the school's expectations of what its pupils can achieve in Years 3 to 6 have not been high enough.

### What the school should do to improve further

- Improve the assessment arrangements in mathematics and science to ensure that pupils make better progress.
- Set more challenging targets to raise expectations of what pupils can achieve in Years 3 to 6. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Although children usually start school with average levels of attainment, a number have significant weaknesses in their language and mathematical skills. They make good progress in

the Reception Year and nearly all enter Year 1 at, or above, the expected levels. This good progress is maintained in Years 1 and 2, with the result that standards are above average at the end of Year 2 except in writing where they are average. In Years 3 to 6, the rate of progress slows so that pupils reach average standards at the end of Year 6. The school has taken firm action to remedy the decline in standards in 2006 which was a result of disappointing performance in mathematics and even more so in writing. Staff have put huge efforts into improving writing and the positive impact of their work is evident. An emphasis on problemsolving work in mathematics has improved pupils' motivation and progress in the subject.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development is reflected in their positive attitudes towards school life and the care they show for one another in school and in the playground. Pupils' spiritual, social, moral and cultural education is good. Pupils behave well and have a good understanding of right and wrong. They know how to keep themselves safe and healthy and the importance of taking regular exercise; a situation acknowledged by the school's receipt of the Activemark for Sport in 2006. They understand the importance of eating healthily, although some do not follow the school's advice regarding healthy packed lunches and break-time snacks. Pupils feel that their views are listened to and acted upon. They make a satisfactory contribution to the community through the work of the school council, links with the church and charity fund raising. Year 5 and 6 play leaders are very effective in supporting younger pupils. The skills which pupils will require in their future lives are satisfactory because their progress in literacy and numeracy is satisfactory. Importantly, they make good progress in information and communication technology (ICT) and have many opportunities to work together in teams, discussing ideas and making decisions together.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching varies from good to satisfactory and is satisfactory overall. Relationships between adults and pupils are very good. Pupils demonstrate positive attitudes towards their work and high levels of concentration. When talking to the whole class, teachers use questions well to challenge pupils of different abilities. Pupils enjoy lessons most, and make most progress, when they undertake practical activities. For example, pupils in Years 1 and 2 thoroughly enjoyed gathering information about ideas for summer fair stalls and produced bar charts on the computer to display their results. Teaching is improving because teachers are checking their pupils' progress more frequently and using the information to plan lessons and advise pupils about their achievements and what they have to do to improve. This is particularly the case in writing, with the result that pupils' progress in writing is improving rapidly. Assessment arrangements in mathematics and science are less well developed. This means that the work set in these subjects is not always challenging enough. Pupils with learning difficulties are identified early and make as much, and sometimes better, progress as their peers because of the good support they receive from well-trained teaching assistants.

## **Curriculum and other activities**

### **Grade: 3**

The school's broad curriculum has a strong impact on pupils' enjoyment and enthusiasm for learning in all subjects, with a satisfactory impact on pupils' progress in English, mathematics and science. This is because planned activities, whilst interesting, do not always challenge or extend learning as much as they could sufficiently. Curriculum enrichment and provision of after-school clubs are good. Very good sporting opportunities, a wide range of visits and visitors and 'forest school' activities are examples of the wide variety of provision that promotes pupils' personal development and learning in and out of the classroom. Pupils are particularly enthusiastic about the whole-school theme days and weeks in a variety of subjects. As one parent said, 'When my son returns from the maths activity days his head is buzzing with new ideas'. Lessons in science and personal, social and health education and activities such as the vegetable growing project promote the pupils' good understanding of how to lead healthy lifestyles. In the Reception class, a wellplanned mix of child-initiated and adult-directed activities, in the classroom and outside, promote children's good progress in all aspects of the curriculum.

## **Care, guidance and support**

### **Grade: 3**

In this small school community, adults know the pupils very well, with the result that the pupils thrive and grow in self-confidence. Their self-esteem is enhanced by positive encouragement from the staff, awards and 'golden' assemblies. Policies to ensure pupils' safety are securely in place and regularly reviewed. The academic guidance provided for pupils is satisfactory and improving. It is particularly good in writing, where pupils' progress is carefully checked each half term and clear advice is provided about how to improve. Pupils report that their writing targets help them to improve their work. Although pupils receive much feedback about their work in discussions, the advice offered in marking is not as good as it could be.

## **Leadership and management**

### **Grade: 3**

The calm but purposeful atmosphere in the school is as a result of the energetic leadership of the headteacher who is well supported by an enthusiastic staff team. The school is a busy one. For example, on the day before the inspection, all pupils in Years 3 to 6 attended a district sports event. As one parent said, 'If there is anything going on, then the headteacher makes sure that Kemble School is involved'. However the school recognises that, in recent years, there has been some underachievement in writing and that the progress made by pupils generally, especially in Years 3 to 6, has been variable. It is taking effective action to remedy this situation. Teachers are checking pupils' progress more frequently and using the information to plan better lessons and to advise pupils more effectively about how they can improve their work. Although school leaders have an accurate view of the school's strengths and of those areas that need to be improved, some of its procedures are relatively new and have not had time to have had an impact on national test results. The small group of teachers support each other well. They welcome opportunities for professional training and the support they have received from the local authority in their efforts to improve pupil achievement. The school's priority has been to ensure that all pupils make expected progress. It is not using its improved assessment information to set itself more challenging targets to ensure that all pupils make as much progress as possible.

Governors are proud of the school and provide strong support. However, as new governors, they have not yet established rigorous procedures to enable them to monitor how well the school is doing. The school's success in recovering from the dip in performance in 2006 is evidence of satisfactory capacity for further improvement.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
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	3

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

- 11 June 2007 Dear Pupils Inspection of Kemble Primary School, Kemble, GL7 6AG We really enjoyed our visit to your school. Thank you for being so helpful and friendly. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We find that your school provides you with a satisfactory and improving education and that it has some good features. You make satisfactory progress in your work and standards are average at the end of Year 6. Good things about your school
- You behave very well. Your attendance is good and you get on well with your teachers.
- You are becoming more enthusiastic about your writing and making better progress because your teachers are giving you clear advice about how to improve your writing.
- You are proud of your school and the many after-school activities and special events which the teachers organise for you.
- The adults in school take very good care of you.
- The headteacher and the staff work very well together as a team and are making changes to help you make even more progress in your work. What we have asked your school to do now
- Give you more advice about your work in mathematics and science so that you have an even better idea of how to improve.
- Set more challenging targets for improvement so that all of you, especially those of you in Years 3 to 6, make even more progress than you do now. Some of you can help by thinking more about the advice which the school gives you about healthy eating. We wish you very well for the future. Mr D Mason Lead inspector