

# Kemble Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115527
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338598
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Georgina Beasley

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

---

<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 of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Russell
<b>Headteacher</b>	Karen Pyman
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	School Road Cirencester GL7 6AG
<b>Telephone number</b>	01285 770303
<b>Fax number</b>	01285 770303
<b>Email address</b>	head@kemble.gloucs.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. Ten lessons and seven teachers were observed. Inspectors met with staff, pupils and governors. They observed the school's work, and looked at teachers' planning, pupils' work, assessment information, individual education plans and key policies and procedures. Seventy-two parental questionnaires were received and analysed.

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

- how effectively teaching and the curriculum promote the achievement of higher attaining pupils in writing and science
- the accuracy of the school's self-evaluation and the quality of its subsequent planning for improvement
- the start children get in the Reception Year, particularly in writing, numeracy and science.

## Information about the school

Nearly all pupils who attend this small primary school are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is average. Most of these have behavioural difficulties, learning and speech difficulties or physical disabilities. Children start part time in the Reception class in the September following their fourth birthday and become full time when they are ready. The school has National Healthy Schools status.

**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 with many good features. The headteacher's clearly articulated vision is shared through a positive partnership of staff, pupils, governors and parents and carers who work together to improve the school's effectiveness. An accurate self-evaluation of the school's work and consequent actions to tackle weaknesses have resulted in many improvements since the previous inspection. All pupils who returned a questionnaire said that they felt safe in school. Pupils behave well and have a good awareness of how to keep healthy. They make a good contribution to the school, local and wider communities. Parents and carers like the 'great atmosphere' and the fact that the school is very 'community based'. Pupils enjoy school and in particular the extra-curricular opportunities and good community involvement that make learning meaningful and interesting. Attendance and punctuality are good.

Teaching is satisfactory and pupils make satisfactory progress overall from their starting points so that their attainment is broadly average by the time they leave. Focused use of assessment to plan learning that effectively supports pupils with special educational needs and/or disabilities ensures they make good progress. Consistently good teaching in Reception gives the youngest children a good start while good teaching and greater challenge for pupils in Years 5 and 6 have resulted in good learning and progress this year in English and mathematics. However, the use of assessment to plan learning to meet the needs of different ability groups in lessons is not embedded across the school. The school does not check sufficiently accurately whether higher attaining pupils are making enough progress in every year group. Improvements in English and mathematics have not been matched in science, particularly for higher attaining pupils, and pupils are given too little time in the curriculum to learn what they need to do in order to fulfil their potential. For these reasons, and despite the many improvements, the school's capacity to improve is no more than satisfactory.

### What does the school need to do to improve further?

- Ensure that higher attaining pupils in all year groups reach their potential by formalising targets and checking their progress regularly.
- Ensure lessons consistently build learning and skills for all ability groups by embedding teachers' assessment of pupils in their planning.
- Raise attainment in science by ensuring it is taught more regularly and pupils' progress in the subject is regularly and consistently assessed.

**Outcomes for individuals and groups of pupils**

**3**

**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

Most pupils make satisfactory progress, but, because of focused support, pupils with special educational needs and/or disabilities make good progress and many reach expected levels. There is no difference in achievement of boys and girls. Learning in lessons is satisfactory overall. It is good in Years 5 and 6 because teachers plan activities and tasks that challenge pupils to think of their own ideas, to express their thoughts and explain their thinking. Pupils have satisfactory writing and numeracy skills and good speaking, reading and information and communication technology (ICT) skills. These, coupled with their responsible attitudes and behaviour, good attendance and punctuality, and their ability to work cooperatively and independently, give pupils a good foundation for future life.

Pupils feel safe. They value the class 'worry box' and know that any concerns raised will be dealt with immediately and effectively. Pupils lead healthy lives and enjoy learning. They particularly enjoy the varied range of sporting and musical events held in school and the village community, and in partnership with local schools. Pupils play an active part in the school's self-evaluation through the school council, and older pupils run the school bank. They take responsibility for their learning by assessing their progress in reading, writing and mathematics against individual targets. Links with schools in Gloucester and Swaziland help to build pupils' knowledge and understanding of different communities and cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2

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

**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

<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
--	----------

### How effective is the provision?

Teaching is satisfactory overall and some good teaching was observed in every class. Teachers share with pupils their reading, writing and mathematics assessment statements so that they know what they are expected to learn in lessons. They use a range of methods to make learning interesting including ICT, 'chatter chums', and practical, problem-solving activities. Pupils have good opportunities to explain their answers and ideas and so their speaking and thinking skills are good. Assessment information is used particularly effectively in Years 5 and 6 to break learning into small steps and so provide suitable challenges for pupils of all abilities. Teaching assistants give effective support to pupils with special educational needs and/or disabilities in lessons to help them learn well.

The curriculum allows pupils to develop a broad range of skills. It links learning in different subjects in interesting ways and motivates pupils as learners. Participation in a varied range of clubs from rollerblading to recorders, and in experiences such as learning in the Forest School, is a major contributor to pupils' enjoyment. Although there are good opportunities for pupils to develop their ICT skills in different contexts, there are not enough for them to learn and apply their skills and knowledge in science. Their work with young disabled adults from the Orpheus Centre makes a major contribution to pupils' personal development.

Good care, support and guidance for pupils help develop positive attitudes and help pupils feel safe, while good induction and transfer arrangements ensure pupils' ongoing well-being. Effective support ensures pupils with special educational needs and/or disabilities make good progress and additional support from secondary schools helps smooth their transfer. Children enjoy several visits to the Reception class in the term before they start school, which helps them settle quickly.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The headteacher gives a strong lead in improving the work of the school; parents and carers recognise that the school has really moved on in the last two to three years'. The headteacher works in partnership with parents and carers and staff to maintain a family

**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

ethos where personal and academic learning are to the fore. Parents and carers make a strong contribution both individually and as a group. The governing body is active in its drive to improve pupils' outcomes and to ensure that statutory requirements, including those for safeguarding, are met. They give good support and challenge and recognise that, now systems are in place, the next step is to monitor closely to ensure the school is on track to reach its challenging targets.

Successful strategies have improved the quality of teaching which in turn is beginning to raise pupils' attainment. Challenging targets enable the school to measure its successes objectively and to identify which actions have been more successful than others. The school has attainment targets for higher attaining pupils, but these are not recorded in the school development plan to guide teachers' planning and assessment of learning. The roles of subject leaders have been reviewed this year and some are just beginning to monitor the effectiveness of improvement strategies as measured by pupils' outcomes.

There are numerous opportunities for pupils to learn about, and to get involved in, the village and other communities across the United Kingdom. The Open the Book team, a group of villagers from the local church, leads weekly assemblies, local secondary schools support sports, languages, ICT and science, and the neighbouring playgroup uses the school's outdoor facilities. The school is working towards achieving an International School Award through its developing partnership with a school in Swaziland.

The school tackles discrimination effectively and ensures pupils have positive attitudes towards diversity. All pupils, including those with special educational needs and/or disabilities, have equal access to all the opportunities provided by the school.

*These are the grades for leadership and management*

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

**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

## Early Years Foundation Stage

The children get off to a good start in the Reception class. Attainment on entry varies each year depending on the number of children and their ability range but is generally average. Children make good progress and all but a few reach the expected levels by the end of the year so they have a firm base for learning when they move to Year 1.

Children's progress is particularly good in their personal development and in their knowledge and understanding of the world; they learn to be safe, independent and confident. By growing some of the vegetables they eat, they learn about healthy diets. The children get many opportunities to talk about their learning and to give reasons for their choices and decisions. As a result, their speaking and reasoning skills are good. There is a strong focus on recording the children's ideas during writing activities but there is too little focus on higher attaining children developing key spelling and presentation skills.

Good leadership and management ensure effective teaching and a relevant curriculum. Adults track the children's learning closely and use assessment to identify any gaps in knowledge and skills that need more attention. Adults intervene and interact effectively with individuals and groups depending on their learning needs. The well-resourced classroom and outside area give the children a range of appropriate choices, and learning activities are planned in response to the children's interests. As a result, they enjoy learning greatly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The great majority of parents and carers are very positive. They are particularly pleased with their children's enjoyment of school, the way the school prepares them for future life and the quality of teaching. Inspectors confirm that pupils enjoy school and are prepared well for their next steps in life and that teaching is satisfactory and improving. Some parents and carers would like more information about how they can better support their children and to be consulted more. Parents and carers receive regular letters detailing the curriculum for each term and some opportunities to attend information sessions about different subjects. The school holds termly open forums at different times of the same day for all parents and carers to receive information, make



**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

suggestions and give feedback directly to the headteacher and chair of governors. Many parents and carers recognise that they now receive more information on their children's progress due to improvements in the reporting process.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kemble 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	57	31	43	0	0	0	0
The school keeps my child safe	36	50	31	43	4	6	0	0
The school informs me about my child's progress	18	25	52	72	2	3	0	0
My child is making enough progress at this school	22	31	43	60	5	7	1	1
The teaching is good at this school	23	32	47	65	0	0	0	0
The school helps me to support my child's learning	18	25	42	58	8	11	0	0
The school helps my child to have a healthy lifestyle	31	43	39	54	2	3	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)	24	33	42	58	0	0	0	0
The school meets my child's particular needs	19	26	46	64	3	4	1	1
The school deals effectively with unacceptable behaviour	24	33	41	57	2	3	0	0
The school takes account of my suggestions and concerns	22	31	41	57	6	8	1	1
The school is led and managed effectively	19	26	41	57	5	7	2	3
Overall, I am happy with my child's experience at this school	32	44	38	53	2	3	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 June 2010

Dear Pupils

Inspection of Kemble Primary School, Kemble, GL7 6AG

Thank you for making us feel so welcome when we visited your school recently. Thank you especially to those who told me what you liked and what you would like to see get better.

Kemble is a satisfactory school and there are many things that are good about it. You respect each other's feelings and behave well. We were impressed by the numerous school and village events in which you take part and how you help to improve the school environment. Your positive attitudes help you to make satisfactory progress in reading, writing, mathematics and ICT. Teaching is satisfactory but sometimes it is good. When teaching is best, you all feel challenged and make good progress. The new curriculum is making learning more fun and is one reason why you enjoy school. Another reason is the many clubs and visits that the school provides.

I have asked the school to do three things:

- Set targets for those of you who are capable of even greater challenges and then check to see if you are reaching them.
- Ensure every teacher uses information about your progress so far to plan your lessons.
- Teach science more regularly during the year and check how well you are doing. You can help by checking your work carefully against your targets and making sure that you have remembered to do what you should, such as spelling words correctly and checking your answers in mathematics.

I wish you all well for the future.

Yours sincerely

Georgina Beasley Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**