

# West Kidlington Primary School

## Inspection report

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<b>Unique Reference Number</b>	123004
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	359342
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Linda McGill HMI

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 of pupils on the school roll</b>	386
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Devena Rae
<b>Headteacher</b>	Eugene Symonds
<b>Date of previous school inspection</b>	8 December 2009
<b>School address</b>	Oxford Road Kidlington Oxford OX5 1EA
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## Introduction

This inspection was carried out by one of Her Majestys Inspectors and two additional inspectors. They observed 16 parts of lessons taught by 14 teachers and two artists who were working as creative partners in Year 6. They held meetings with members of staff, the Chair of the Governing Body and the governor with responsibility for safeguarding and child protection, and groups of pupils. The inspection team observed the schools work, and looked at documents including records of assessments, plans for improvement and the governing body minutes. They also looked at questionnaires returned by 102 parents and carers, 72 pupils and 29 members of staff.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

What impact has the revised leadership structure had on improving provision and outcomes for the pupils?

Is the teaching consistently good enough to make sure that all groups of pupils make progress in their learning at a good rate?

Is provision for pupils who have special educational needs and/or disabilities enabling them to close the attainment gap on similar pupils nationally?

Does the curriculum give sufficient emphasis to the basic skills in literacy, numeracy, and information and communication technology?

## Information about the school

West Kidlington is larger than a typical primary school. Its Early Years Foundation Stage comprises two Reception classes. Most of the pupils are of White British heritage and about a fifth come from a wide range of minority ethnic backgrounds, reflecting the local population. The proportion known to be eligible for free school meals is lower than the national figure. In recent years, the proportion of pupils who have special educational needs and/or disabilities has grown and is above average. In some year groups, more than a third of pupils have been identified as having difficulties with their learning, speech and communication or behaviour.

The school is federated with a Nursery school that shares the same site. It was not included in this inspection. The school has received numerous awards, including the Values Education Quality Kitemark.

When the school was last inspected, it was given a notice to improve because statutory requirements regarding policies and procedures for safeguarding pupils were not fully met. At that time, the headteacher was seconded elsewhere. He returned to the school in March 2010. The weaknesses in safeguarding procedures had been dealt with by the time of the monitoring inspection in April 2010.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It provides a satisfactory standard of education. Effective steps have been taken to ensure that procedures for safeguarding children meet statutory requirements.

West Kidlington has a well-established tradition of teaching based around 22 core values; its pioneering work in this area is recognised nationally. This has a significant impact on pupils' personal development. By Year 6, pupils are mature, thoughtful and respectful young people with a very clear set of personal values. This shows in their consideration for others, their understanding of rights and responsibilities, and their consistently good behaviour. Pupils reflect deeply on their own and others' feelings, experiences and views. They have many opportunities to learn about a wide variety of cultures and religions, including first-hand experiences wherever possible. As a result, pupils' spiritual, moral, social and cultural development is outstanding. Pupils' evident enjoyment of school shows in their above-average attendance. An ethos of mutual respect and warmth prevails. The good care, guidance and support that the staff provide arise from this and illustrate the close attention that is given to meeting the welfare needs of individuals.

The values-led curriculum has not had such a powerful impact on pupils' academic achievements, however. In recent years, pupils made broadly satisfactory progress over their time at school. Taken overall, attainment has been close to average, but there are variations between different groups. Last year, the attainment of the small group of pupils who speak English as an additional language was above average. In contrast, although pupils who have special educational needs and/or disabilities also made broadly satisfactory progress, their attainment lagged well behind. These pupils left the school with attainment that was very low in comparison with similar pupils nationally, especially in English. Over the past nine months, the headteacher and acting deputy headteacher have worked effectively with staff to change this situation, recognising that expectations were not high enough and all groups of pupils were not challenged sufficiently.

Teaching has had a satisfactory impact on pupils' learning over time. A greater proportion of good teaching and the more astute use of assessment information account for the better progress pupils are currently making. Work to improve the curriculum is also having a positive impact. During this inspection, pupils in Year 6 thoroughly enjoyed sessions led by creative artists that brought a new dimension to their work on the Victorians.

Despite the good steps taken to improve teaching and learning, the way the school evaluates its performance and plans for the longer-term future lacks rigour. Self-evaluation is accurate, but the resulting development plans are missing the sharp focus that would drive improvement more quickly. Targets for pupils' performance have rightly been revised to make them more challenging. The governing body has tightened up its

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systems and procedures, and does a satisfactory job of holding the school to account, but its part in determining strategic direction is not strong. The wealth of information about pupils attainment and progress is used very well to decide on interventions for individuals and groups. However, overviews are not used strategically enough to judge whether the schools performance is improving sufficiently. Subject leaders have a good knowledge of attainment and progress across the school and carry out a range of monitoring activities. Observations of teaching and learning in classrooms have been carried out by senior staff and external partners. This means that subject leaders are not able to pinpoint the key things that would speed up progress still further. Taking all of these factors into account, the school has a satisfactory capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that pupils who have special educational needs and/or disabilities continue to make swifter progress so that, by the end of the summer term 2012, their attainment in reading, writing and mathematics matches that of similar pupils across the country.
- Strengthen leadership at all levels in order to maintain the pace of change and ensure that the schools overall effectiveness is at least good when it is next inspected by:
  - agreeing a longer-term vision for the school that sets high expectations
  - planning a strategy to ensure these expectations will be met, identifying clear milestones against which progress can be measured and establishing a rigorous programme of evaluation
  - sharpening the skills of the governing body so that it plays a stronger role in evaluating the schools effectiveness and determining next steps
  - implementing plans for middle leaders to become more directly involved in observing teaching and learning and driving improvement in their areas of responsibility
  - making strategic use of assessment information at a whole-school level.

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

The pupils personal qualities make a strong contribution to their learning. In lessons, they are keen to learn, listen well and get on readily with their tasks. They take pride in their work and persevere if they find things difficult. They also work very well with partners and in groups. For example, younger pupils willingly took turns to give and carry out instructions when using a computer program and older pupils cooperated very effectively to design a Victorian fairground ride. In addition, the tasks pupils are given are closely matched to their learning needs and support is provided for those who need it. This results in at least satisfactory progress in lessons. Observations in lessons and work in pupils books confirm that progress has accelerated since the start of this academic year. This applies equally to all groups of pupils.

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Attainment is beginning to rise. However, the faster rate of progress has not been sustained for long enough to have made a significant difference to pupils achievement, which remains satisfactory. Well-targeted support and the effective work of teaching assistants are enabling those who have special educational needs and/or disabilities to make faster progress and beginning to boost their attainment. However, many still have a long way to go before their attainment matches that of pupils with similar needs nationally.

Pupils have a good understanding of healthy lifestyles and enjoy the range of physical activities provided after school. They have many opportunities to take responsibility within school; for example, every pupil in Year 3 has a particular job to do. School council members and other older pupils who act as leaders and mediators take their duties very seriously. Pupils contribution in the wider community is not so well developed. Pupils feel very safe in school and have confidence in their teachers and other adults. Their parents and carers echo this view. Pupils above-average attendance, satisfactory grounding in basic skills and good personal qualities mean that they are well equipped for the next steps in their education and the wider world.

*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	3
<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
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

**How effective is the provision?**

Teachers have a secure understanding of pupils attainment. They have set appropriately challenging targets for pupils, based on their prior attainment. Pupils know what is

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expected of them in individual lessons and over time and are closely involved in assessing their own progress. Teachers mark pupils work in English and mathematics regularly and thoroughly, using the schools agreed system. There is a positive climate for learning in lessons and pupils are rising to the challenge of higher expectations. Some weaknesses in teaching remain, however. The pace in some lessons is leisurely and time is not always used efficiently. In others, important teaching points are missed. For example, when discussing adverbs, one pupil suggested unfortunately was an adverb, because he had spotted that it ended in ly. This misconception was not explored and the potential learning was lost.

The school is working with its creative partners to enliven the curriculum and make learning more stimulating and meaningful. Work is also underway to strengthen links between subjects, but this is not firmly embedded. Basic skills receive sufficient emphasis, and there is a good range of activities that extend and enhance pupils experiences.

Adults take a close interest in the care and well-being of the pupils. The good support that they provide for potentially vulnerable pupils and their families has resulted in significant improvements in pupils personal development and well-being. Good arrangements for transition into the school and on to secondary school ensure that pupils learning is not interrupted.

*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 impact of recent changes to the leadership structure shows in the greater emphasis on ensuring pupils make at least satisfactory progress across the school. Lines of accountability are clearer and staff understand their individual and collective responsibilities. Systems for assessing attainment and tracking progress have been revised, and information is used more effectively. The acting deputy headteacher has worked particularly well to support teachers in developing their practice. All of these steps are having a positive impact on improving teaching and pupils learning and outcomes. However, as mentioned earlier in the report, the longer-term ambition for the school and the underpinning strategy are not well set out.

The governing body ensures that it meets all statutory obligations. It is increasingly holding the school to account for performance. A thorough review of safeguarding procedures was carried out. However, this inspection revealed a few minor omissions which mean that the effectiveness of safeguarding procedures is satisfactory overall, although there are important strengths.

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Good attendance at the parents forum and the high regard that parents and carers have for the school illustrate the effectiveness of the schools work in this area. The school also works very well with partners to promote pupils well-being and health, and the work with creative partners is driving improvements to the curriculum. The school is a cohesive community where pupils and staff of all backgrounds get on exceptionally well together. There is a good understanding of the schools context, and useful links have been made with schools and communities in England and abroad. The evaluation of the impact of this work on the local community is not well developed. The school has a good view of the performance of different groups, and does not tolerate discrimination. However, the steps taken to boost the attainment of pupils who have special educational needs and/or disabilities have not yet had sufficient impact. This means that the promotion of equal opportunities is satisfactory.

*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	2
<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>3</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>3</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>

## Early Years Foundation Stage

Children get off to a good start in the Reception classes. Close links with the Nursery school ensure a smooth transition and enable children to settle well. Childrens interests and aptitudes are carefully assessed, and taken into account when planning. This means that the curriculum offers breadth of experience but is also responsive to individual childrens needs, both indoors and out. Staff plan a wide range of interesting activities across all areas of learning and children have plenty of scope to follow and develop their own interests. They also learn well during structured activities led by adults. For example, when making smoothies for snack time, children explored and commented on the taste and textures of unfamiliar fruits. They were fascinated by the action of the blender. When they start in Reception, childrens skills and abilities are broadly in line with what is expected for their age, but their language and communication skills are not so well developed. Good teaching means that they generally make good progress. By the time



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they enter Year 1, their attainment in all areas of learning is in line with, or a little above, that expected and they are well placed to build on this success. For example, the impact of the work done to teach children the names and sounds of letters shows clearly in the confidence with which pupils in Year 1 tackle their reading and writing tasks.

Children are looked after carefully and the atmosphere is warm and supportive. The Foundation Stage leader is a skilled practitioner who has a secure understanding of the strengths of the provision and aspects that could be improved.

*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

As can be seen in the chart below, almost all of the parents and carers who returned the questionnaire were satisfied with all aspects of the schools provision. A small number of parents and carers also submitted written comments, most commending the commitment of the headteacher, teachers and support staff and stating how much their child enjoys school. The few negative comments raised no major concerns, but one or two parents and carers said that they felt lessons sometimes did not stretch or challenge their child. This inspection found that the level of challenge in lessons is increasing and that expectations are rising because of the steps that have been taken to improve the use of assessment information when lessons are planned.

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

Ofsted invited all the registered parents and carers of pupils registered at West Kidlington 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	63	37	36	1	1	0	0
The school keeps my child safe	59	58	41	40	1	1	0	0
My school informs me about my child's progress	45	44	54	53	1	1	0	0
My child is making enough progress at this school	45	44	54	53	1	1	0	0
The teaching is good at this school	47	46	54	53	1	1	0	0
The school helps me to support my child's learning	55	54	45	44	2	2	0	0
The school helps my child to have a healthy lifestyle	48	47	51	50	2	2	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	42	49	48	0	0	0	0
The school meets my child's particular needs	43	42	57	56	2	2	0	0
The school deals effectively with unacceptable behaviour	31	30	62	61	7	7	0	0
The school takes account of my suggestions and concerns	47	46	50	49	1	1	0	0
The school is led and managed effectively	64	63	32	31	3	3	0	0
Overall, I am happy with my child's experience at this school	59	58	41	40	1	1	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



21 January 2010

Dear Pupils

**Inspection of West Kidlington Primary School, Oxfordshire OX5 1EA**

Thank you so much for the warm welcome you gave me and the other inspectors when we came to your school recently. What you told us in discussions and through the questionnaires that you filled in helped us when we were thinking about our findings. Here are the headlines from the report. Ask your parents or look on the internet if you would like to read the whole report.

You are all a great credit to your school. You behave well in lessons and at other times, and you are keen to learn. You are thoughtful, kind and responsible children and an excellent example to others. This is because the learning that you do about values has a really good impact on your development as young people.

The headteacher and the governing body took quick steps to make sure all of the paperwork in relation to keeping you safe was in place and up-to-date. Staff look out for you and care for you well.

Children get off to a good start in the Early Years Foundation Stage.

The teaching is satisfactory and is getting better, which means that your progress is speeding up. However, pupils who find learning difficult have not always reached high-enough levels in their work and they still have some way to go.

We were pleased to see that improvements are already happening and that the headteacher and the governing body are determined that West Kidlington will be a good school in everything that it does. We have asked them to set out clearly just what they expect for the school the next time inspectors come. They need to make some improvements to the way they plan for the future and check how well progress is being made. They also need to make sure that pupils who find learning difficult do as well as those with similar difficulties in other schools across the country.

You can all help by continuing to do your best in lessons, and by telling your teachers if you feel you could do harder work.

Yours sincerely

Linda McGill

Her Majesty's Inspector

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