

# Kewstoke Primary School

## Inspection report

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<b>Unique Reference Number</b>	109092
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	356473
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	John Eadie

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>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Erica Last
<b>Headteacher</b>	Lynne Yelland
<b>Date of previous school inspection</b>	3 July 2008
<b>School address</b>	Kewstoke Road Kewstoke Weston-super-Mare BS22 9YF
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## Introduction

This inspection was carried out by two additional inspectors. Ten lessons or part lessons were visited and five teachers observed. Inspectors held meetings with leaders and managers, the Vice-Chairs of the Governing Body, staff and pupils. They observed the school's work and looked at a variety of documentation, including the school's improvement plan, policies and procedures, particularly those concerning safeguarding, data showing the progress that pupils are making and evidence from the school's own monitoring as well as that of the School Improvement Partner. Questionnaires returned by 58 parents and carers were analysed, as were those completed by pupils in Years 3 to 6 and staff.

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

- Whether pupils' progress is now at least satisfactory, as data might suggest otherwise, particularly in Years 1 and 2 and in writing and mathematics.
- Whether more able pupils are being sufficiently challenged as data from the national assessments last year suggested that they were not.
- Whether the gender differences noted in the data from the national assessments last year have been ironed out.
- The progress of children in the Early Years Foundation Stage, as there appears to be some discrepancy in the school's own evaluations.

## Information about the school

Almost all pupils at this smaller-than-average-sized school are White British and the vast majority speak English as their first language. The proportion of pupils known to be eligible for free school meals has more than doubled in the recent past and is now higher than that found in most primary schools. The proportion of pupils with special educational needs and/or disabilities is above average and most of these have global delay or moderate learning difficulties. The headteacher resigned in December 2010, after a period of absence through illness. The governing body employed an experienced consultant headteacher who had worked as a headteacher in the local authority for a number of years. She was appointed as acting headteacher in May 2010 and is to stay until August 2011. Eight of the 12 members of the governing body, including the chair, are new since September 2010. A breakfast club is run in the school, which is managed privately and therefore did not form part of this inspection.

**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

Kewstoke has made considerable strides in the recent past and is now offering its pupils a satisfactory education. Data from the national assessments last year showed that a minority of pupils were not making the progress of which they were capable. However, due to effective initiatives put in place and the hard work and determination of the staff, very ably led by the acting headteacher, pupils are now working at the levels expected for their age and are making satisfactory and improving progress.

Provision for children in their first year of schooling is effective and they make good progress in their Reception year. Progress is currently satisfactory through the rest of the school and pupils' attainment is broadly average by the time they leave from Year 6. There have been particular improvements in Years 1 and 2, where several pupils were observed working at above average levels, in direct contrast to data from the national assessments for Year 2 last year. More able pupils of all ages are now being challenged appropriately. The improvements in pupils' progress are due to the effective strategies put in place in writing and mathematics. There has been a focus on increasing the use of speaking and listening skills and this is beginning to have a marked impact on pupils' progress in writing. Similarly, in mathematics, this focus is allowing pupils to explain and develop their mathematical skills. However, these initiatives are in their early days and have not yet had a full impact on improving attainment and accelerating pupils' progress in writing and mathematics. The gender differences noted in the national assessments last year were due to the particular pupils in those cohorts and no differences between the performance of girls and boys were found during this inspection. In their questionnaires, pupils said that they do not always know how well they are doing. Although they are set goals for the next stages in their learning, these are not embedded and pupils are not always aware of how to improve their work.

A strength of the school is the good care, guidance and support offered to each child. This is founded on the school's good commitment to equality of opportunity and their recognition of the uniqueness and value of each individual. This results in pupils' good personal development. For instance, they said that they feel very safe and that there was always an adult they could turn to and that problems are sorted out promptly. Pupils are caring and considerate of each other and behave well. They make a good contribution to the smooth running of the school and collect valued sums for charities, both locally and further afield.

The new leadership team has built an accurate picture of the school's strengths and areas for development, through rigorous monitoring and analysis. The relatively new governing body shares the senior management team's determination to improve provision and pupils' achievement. The good start made in increasing the rates at which pupils' progress shows that the school currently has a satisfactory capacity for sustained improvement.

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Up to 40% of the 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?

- Raise pupils' attainment and improve their progress in writing by:
  - increasing the opportunities for pupils to engage in speaking and listening activities and to write from first-hand experiences
  - increasing the consistency with which pupils use and practise their writing skills in a range of subjects.
- Raise pupils' attainment and improve their progress in mathematics by:
  - putting in place a programme to improve their skills of rapid recall of number facts
  - providing more opportunities for pupils to talk about and develop their mathematical thinking.
- Increase pupils' involvement in their learning by:
  - giving them a clearer understanding of how well they are doing
  - setting precise goals for their next steps in learning that accurately match each pupils' abilities and needs
  - ensuring that teachers use these next steps when they are feeding back to pupils on the success of their learning and give time for pupils to respond to this feedback
  - sharing these next steps consistently with pupils and their parents and carers.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Children join the school with levels of skills and knowledge below those expected, particularly in their early literacy and numeracy skills. They make good progress in the Reception year and join Year 1 with average attainment. All groups of pupils make satisfactory progress through the rest of the school. Those with special educational needs and/or disabilities make the same progress as their classmates, particularly due to the sensitive support they receive from the skilled teaching assistants. The very few who do not speak English as their first language are also supported well and enabled to quickly settle and take part in lessons so that they too make the same progress as others in their class. The very large majority of pupils are now working at levels commensurate with their age and ability.

Learning in lessons is typified by enthusiasm and enjoyment. Pupils said that lessons are fun and all on their questionnaires said that they learn a lot in lessons. For instance in a mathematics session in the Years 1 and 2 class, pupils were thoroughly enjoying setting themselves challenging addition problems and levels of concentration and industry were good. Similarly, in an English lesson in Years 5 and 6, there was much enthusiasm as pupils were discussing and suggesting a variety of ways in which they could make a text read more interestingly.

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Pupils are developing well into responsible and responsive young people who are well aware of their place in society and their responsibilities towards it. Although they have a good knowledge of cultures around the world, their knowledge of diversity in the United Kingdom is more limited. Their knowledge of how to lead a healthy lifestyle is good and the majority adopt a healthy lifestyle, although in a few cases this is not always reflected in their dietary choices. Pupils are developing valuable workplace skills, such as working in groups and independently, but at present the development of their basic literacy and numeracy skills is satisfactory. Attendance has improved and is now above average.

*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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

The quality of teaching has improved and is the key reason for pupils' improved progress. A majority of lessons observed during the inspection were good and good features were seen in all lessons. However, this improvement is recent and teaching is not yet resulting in consistently good progress for all pupils. Lessons are planned well and teachers are beginning to use opportunities for paired or small group discussions to enable pupils to improve their speaking and listening skills. A range of interesting activities is provided in lessons, though there are times when too long is spent on preparation before pupils are able to get on with carrying out these activities and actively learning.

Teachers use assessment soundly to identify potential underachievement and good initiatives are put in place to help these pupils catch up. Particularly effective, as noted by

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a number of parents and carers, has been the Every Child a Reader scheme, which has enabled several pupils who were struggling with their reading to rapidly catch up to age-related expectations. However, more pupils than usually found said on their questionnaires that they do not know how well they are doing. This is because the system of setting goals for their next stage in learning in writing and mathematics is new and not fully embedded.

The curriculum is in a stage of development, although it fulfils requirements and is planned effectively to meet the needs of the pupils. Due to constraints of space, both inside and outside, it is difficult for the school to adequately meet the requirements for physical education. However, the curriculum for this subject has been carefully planned to ensure that pupils have satisfactory opportunities. For example, expertise has been bought in for the younger pupils and all classes are split into smaller groups for work in the small school hall or outside in the limited space in the playground. All pupils in Years 3 to 6 also have the opportunity to go swimming for one term in the year. The curriculum is enriched by expertise from local secondary schools, to provide opportunities for gifted and talented mathematicians and for the teaching of French. Pupils were enthusiastic about the residential opportunity which is organised for the older pupils. However, there are limited links with other local primary schools to share learning opportunities and expertise.

A good feature of the care, guidance and support provided for pupils is the range of external agencies involved with vulnerable pupils. These are effective in supporting them and, in some cases, their families. All adults know the pupils and their circumstances well and the school has a warm and caring ethos.

*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?

All staff, on their questionnaires, said that they feel involved in what the school is trying to achieve. There is a good atmosphere of mutual support and shared ambition. However, leadership and management have been unstable and this has only been stabilised very recently, so the drive for improvement is not fully embedded. A particular strength is the hard work done to keep parents and carers informed of changes and to involve them in their children's learning. The end result is seen in the particularly positive response to their questionnaires. A majority of members of the governing body are new to their posts and, although a good start has been made and they share the desire to take the school forward, their involvement, while positive, is at an early stage. Their knowledge of the school's strengths and areas for development is sound, though it is based too much on reported knowledge rather than first-hand evidence.

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There are no significant differences between the performance or experience of different groups of pupils due to the school's promotion of equality of opportunity as the school has worked hard to eliminate these. There is no evidence of discrimination and stereotypical views are challenged rigorously, although there is no clear plan to prepare pupils to challenge these views outside school.

Clear procedures are in place to ensure that all pupils are well cared for and safe. There are clear responsibilities and thorough training for safeguarding and all staff are fully vetted before working in the school. However, a significant number of policies are in need of review or rewrite although all necessary procedures are in place.

The school is a very close-knit and cohesive community. There is less awareness of the wider national and international communities although work has started on links further afield. There is also a recognition that there is work to be done on involvement in the local community, though several school events are open to the local community.

*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>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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage are taught in a class with some pupils from Year 1. Planning allows for the two age groups to be taught separately for significant periods. This allows each age group to have experiences focused on their particular needs. For instance, while the pupils from Year 1 were carrying out some number work related to money, in common with their peers in the class for Years 1 and 2, the children in Reception were eagerly preparing their 'garden centre' for its ceremonial opening later in the morning. Number work was evident here as the teacher took a number of opportunities to reinforce counting and matching skills, by asking how many more chairs were needed for their caf   for instance.



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An effective commercial scheme for phonics teaching is preparing children well to start reading. Children were seen enthusiastically matching cards with pictures to cards with words by using the sounds that they had already learnt, seeing how many pairs they could collect. Both inside and outside areas are used well to reinforce learning and increase children's enjoyment and engagement. However, the outside area has only recently been updated and the leader recognises the need to further develop this to cover learning in all areas. Planning is thorough and children's learning successes are carefully recorded. This ensures that any potential problems are quickly identified and addressed, so that all can make the same good progress. Although the leader keeps very careful records of the progress made by individuals, at present she does not analyse the success of learning for the group as a whole for the various areas of learning to see if any areas need a greater or lesser focus. The leader also has very good plans to continue development of the learning environment.

Children's well-being has a high priority. This starts from well before they join the school, where good links have been established with pre-school providers. Parents and carers are welcomed and treated as valuable partners in the learning process. Thorough learning diaries are kept and shared with parents and carers. The environment is safe, secure and stimulating.

*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**

There was a significantly higher than average response to the questionnaire for parents and carers and they were overwhelmingly positive. Parents and carers are particularly pleased with the fact that their children enjoy school, that the school meets their children's individual needs and that the school takes account of their suggestions and concerns. A number made very positive comments, such as: 'We are extremely pleased with teaching and learning as our very able child is being stretched. All staff are very helpful and caring' and 'There is an ethos of community, married with rigour in educational practice'.

A very small minority do not consider that the school helps them to support their children's learning. The school has worked hard to improve this but recognises that there is still work to be done and has plans to increase parental involvement.

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

The inspection team receive 58 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	35	60	23	40	0	0	0	0
The school keeps my child safe	37	64	20	34	1	2	0	0
My school informs me about my child's progress	32	55	23	40	0	0	2	3
My child is making enough progress at this school	31	53	20	34	3	5	0	0
The teaching is good at this school	34	59	19	33	2	3	0	0
The school helps me to support my child's learning	27	47	26	45	5	9	0	0
The school helps my child to have a healthy lifestyle	24	41	26	45	4	7	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)	25	43	27	47	1	2	0	0
The school meets my child's particular needs	26	45	30	52	0	0	0	0
The school deals effectively with unacceptable behaviour	28	48	24	41	4	7	0	0
The school takes account of my suggestions and concerns	27	47	26	45	0	0	0	0
The school is led and managed effectively	29	50	22	38	1	2	3	5
Overall, I am happy with my child's experience at this school	32	55	19	33	3	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.**



17 March 2011

Dear Pupils

**Inspection of Kewstoke Primary School, Weston-super-Mare, BS22 9YF**

Thank you so much for welcoming us so warmly when we visited your school recently. We found you to be very helpful and polite and enjoyed hearing you tell us all about your school. We are not surprised that you enjoy school as it is improving well, although at present it is providing you with a satisfactory education.

Last year a number of you were not making sufficient progress but this has improved and you are now making satisfactory progress and reaching average standards by the time you leave. However, this needs to improve, particularly in writing and mathematics. All adults look after you well, so you feel safe and secure. You are caring and considerate and behave well. Although you have a good knowledge of how to lead a healthy lifestyle, there are still some unhealthy snacks in your lunch boxes. Provision for the children of Reception age is good and they make good progress in their first year.

There are three things we have suggested should be improved.

- The progress you make in writing should be faster. We have suggested that you need more opportunities to discuss and talk about your work and practise your writing skills more in other subjects.
- You also need to make faster progress in mathematics. A key to this is making sure that you know all your addition, subtraction, multiplication and division facts and can give the answers really quickly. Talking about your thinking will also help you to learn more quickly.
- The targets that you are set are not always matched well to what you already know. We have asked staff to refer to these targets when they mark your work so that you have a better idea of how you are doing and how you could improve. We have also suggested that you should share these targets with your parents and carers so that they also know how well you are doing.

I am sure you will help by continuing to work hard and trying your best.

Yours sincerely

John Eadie

Lead inspector

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