

# Ashton Keynes Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	126297
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	381209
<b>Inspection dates</b>	23–24 April 2012
<b>Lead inspector</b>	Diane Wilkinson

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Aideen McEvoy-Wilding
<b>Headteacher</b>	Kathryn Nicholas
<b>Date of previous school inspection</b>	8 October 2007
<b>School address</b>	Gosditch Ashton Keynes Swindon SN6 6NZ
<b>Telephone number</b>	01285 861436
<b>Fax number</b>	01285 861436
<b>Email address</b>	office@ashtonkeynes.wilts.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 April 2012 23–24 April 2012
<b>Inspection number</b>	381209



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## Introduction

Inspection team

Diane Wilkinson

Additional Inspector

Anthony Green

Additional Inspector

This inspection was carried out with two days' notice. The inspectors visited 17 lessons and observed eight teachers. They held meetings with members of the governing body, staff and pupils, and a few parents bringing their children to school were also spoken with. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, heard a sample of pupils read and looked at analyses of pupils' progress, improvement planning and monitoring, local authority reports, a range of policies and procedures, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 84 parents.

## Information about the school

Ashton Keynes is a smaller than average-sized primary school, with one class in each year group. The very large majority of pupils are of White British heritage, with very few speaking English as an additional language. A very small minority of pupils have Traveller heritage. The proportion of pupils with disabilities and those with special educational needs at school action plus or with a statement of special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is well-below average. The school meets the current floor standards, the minimum standards for progress and attainment expected by the government. There has been a change of headteacher and deputy headteacher since its last inspection.

Pupils have access to Acorns, an after-school club, which is run by a private provider and was not inspected by this team.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has improved since the last inspection, and rapidly over the past year. It is not yet outstanding because although progress in writing and mathematics has accelerated, careless spelling and presentation of pupils' written work sometimes limit attainment. Pupils are not always confident to apply mathematical skills in different contexts. Although teaching is good, it does not always challenge all pupils to reach levels above those expected for their age.
- Pupils' progress is good and their attainment is above average, with that in reading being high. Pupils of differing ability, including those who may be at risk of under-achieving, do equally well.
- Due to very good procedures for professional development and the excellent commitment of staff to improving their skills, teaching is always at least good, with much outstanding practice seen.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Consequently, relationships, attitudes to learning and behaviour are excellent; pupils work especially well together and show great respect for others. Rigorous attention paid to pupils' safety ensures bullying is extremely rare and pupils are very happy in school.
- Good leadership and management are underpinned by the inspirational leadership of the headteacher and excellent teamwork and commitment among staff and members of the governing body. School performance is managed well. Comprehensive monitoring and self-evaluation provide an accurate picture of where improvement is still needed, for example in writing and mathematics. The strategies adopted by leaders to remedy these weaknesses are the right ones, but it is too early to see their full impact.

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

- Raise achievement by:
  - ensuring that pupils consistently spell accurately and write neatly in all their written work
  - providing more opportunities for pupils to carry out independent investigations in which they can apply their mathematical skills.
- Increase the proportion of outstanding teaching by December 2012, by ensuring that teachers consistently provide highly challenging activities that support and inspire pupils to attain levels beyond those expected for their age group.

## Main report

### Achievement of pupils

Attainment on entry is broadly in line with age-related expectations. Progress is good and attainment is above average by the end of Year 6. Inspectors' judgement that pupils are helped to achieve well is endorsed by the views of parents and carers, who are confident that their children learn successfully.

Attainment in reading at the end of Years 2 and 6 is high. Progress in writing and mathematics has accelerated over the past year. Pupils use punctuation exceptionally well, but weaknesses in spelling and handwriting, and limited opportunities to tackle and solve mathematical problems, make achievement good overall, rather than outstanding. More-able pupils and those who need extra support achieve well, for example those with a disability or special educational needs, and any from Traveller families.

Reception children get off to a good start, attaining very secure literacy and numeracy skills; reading is exceptional. Year 2 pupils are skilled at using sounds to build words and almost all read fluently and expressively. Year 6 pupils use the written word extremely well to increase their knowledge and they enjoy fiction in a wide range of genres. Reception children write in simple sentences, and Year 2 pupils use adjectives and connectives well to enliven their work, for example in their lighthouse stories. Year 6 pupils use language very effectively, for example to persuade readers to visit SS Great Britain, in an advertising pamphlet for their Victorians topic. The higher attaining pupils use very sophisticated language, well above that expected for their age. Work on display shows pupils can present their work well but on other occasions, spelling and handwriting are not as good. In storytelling or discussions, pupils' oral language is very good.

Reception children exhibit a good understanding of number in addition and subtraction, and Year 2 pupils' good calculation skills help them to work accurately with money or measures. Year 6 pupils' calculation skills are very good, for example when working with fractions, coordinates, ratios or proportion. They solve

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mathematical problems set by the teacher well, but have few opportunities to plan and carry out their own investigations, which limit achievement. Good use of staff expertise helps pupils to achieve well in all subjects. Pupils' learning and achievement in science, history, art and music (especially singing) support their spiritual, moral, social and cultural development exceptionally well.

### Quality of teaching

The strong commitment of staff to providing the best for pupils has improved teaching successfully, including that supported by teaching assistants. This intense commitment ensures that pupils with a disability or those who have special educational needs are taught well. The individual pupils with Traveller heritage are also well taught. Inspectors agree with parents and carers and the pupils themselves that teaching is good.

Very effective monitoring helps ensure individual pupils' needs are met. Lesson activities effectively match the level pupils are working at, helping them to learn successfully. In outstanding lessons, highly challenging activities inspire pupils to attain high standards. For example, a Year 1 investigation helped pupils readily recognise the infinite number of ways a circle can fold into half and how to fold an equilateral triangle into quarters. In other lessons, teachers' expectations of pupils are less aspirational. The effective curriculum is practical and relevant and ensures important skills are consistently well taught, exceptionally so in reading, where the teaching of sounds in words and comprehension skills is outstanding. Social development is promoted especially well through using response partners to test out pupils' ideas, although their great enthusiasm sometimes results in a high noise-level which is not always dealt with appropriately. Pupils have many opportunities to use their literacy skills, for example designing and printing tickets for the Year 3/4 production, recording a science experiment and composing a letter from an historical character. However, opportunities for independent mathematical investigations are limited.

The use of assessment to support learning is a strength. Very effective marking is always responded to by pupils. They are very clear on how to improve and what they need to do to achieve lesson objectives or individual targets. Throughout lessons, staff regularly intervene to address misconceptions and re-adjust learning. Where this is at its best, teachers enable pupils themselves to continually seek new ways in which to improve throughout the lesson. For example, in Year 2, after becoming competent in rounding numbers to the nearest ten, pupils successfully challenged themselves to round to the nearest 100 or even 1,000. However, some staff are more skilled than others in helping pupils to do this. Pupils reflect on their learning exceptionally well and develop excellent responsibility towards their work, revealing their impressive spiritual and social development.

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## **Behaviour and safety of pupils**

Pupils' excellent behaviour and outstanding commitment to learning are the result of the exceptional promotion of their spiritual, moral, social and cultural development. They are extremely mature and thoughtful young people who respect difference and diversity and form excellent relationships with one another and with staff. Their impressive personal development has a major impact on the quality of discussions in lessons and the effectiveness of paired and small-group work. Only when teaching does not release pupils' excellent attitudes to seeking knowledge and understanding is their learning less than impressive. Pupils develop a very mature sense of responsibility and older pupils fulfil any roles they undertake exceptionally well, being very keen to take on more tasks. Pupils' excellent commitment to school is seen in above-average attendance levels.

Inspection evaluation that pupils typically behave exceptionally well is fully endorsed by the very large majority of parents and carers, who consider, rightly, that bullying in any form, usually associated with name calling, is rare. Parents and carers acknowledge the effect the school's ethos has on their children's enjoyment for learning, one typically commenting on the 'happy and enthusiastic learning environment' it creates. These strengths help pupils to learn readily, as in the role play where Year 5 pupils developed an excellent understanding of ratio and proportion. Staff are especially effective in improving the behaviour of pupils who find good behaviour difficult to sustain, with interruptions in lessons being rare. Behaviour in lessons and around the school is outstanding and the incidents that very occasionally occur at playtimes are dealt with swiftly and successfully. Pupils say they feel very safe around school and are well aware of how to keep safe, for example when using the internet.

## **Leadership and management**

Staff and members of the governing body are committed to providing the best possible education for pupils. Very comprehensive systems for monitoring provision and pupils' progress are used effectively to help bring about improvement. The work of the governing body has developed effectively, with members exceptionally well involved in supporting monitoring and improvement work, willingly using their considerable expertise to support and challenge the school. These strengths and sustained improvement in achievement and behaviour since the last inspection show the school is well placed to improve further.

The headteacher has been especially successful in empowering and enabling staff to gain the skills and confidence to drive forward improvement. This is evident in the effectiveness of the new senior leadership team and subject leaders, who have raised the rate of progress and devised strategies to address the weaknesses that remain. These strengths are fully recognised by parents and carers, who acknowledge the hard work that has improved their children's progress. Pupils themselves know their views are valued and acted on so there is a real sense of purpose throughout the whole community. This strength of purpose has also

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engendered a strong staff commitment, with an excellent culture of reflection on teaching quality. Staff regularly benefit from input from senior leaders and peer support and advice. This positive practice has helped eradicate any teaching that is less than good, made more teaching outstanding and encouraged all staff to aspire to be high quality practitioners.

Effective intervention programmes and support for disabled pupils and those with special educational needs help ensure equality of opportunity. The school ensures that all pupils, irrespective of ethnic or cultural heritage, achieve equally well. The curriculum meets pupils' learning needs well. New programmes of work have brought about rapid improvement in achievement, although the full effect of some elements is not yet apparent. Outstanding promotion of pupils' spiritual, moral, social and cultural development helps fulfil the school's determination that discrimination in any form will not be tolerated and supports its strong commitment to the care and safeguarding of pupils. In the latter, staff are well trained and ensure policies and procedures are rigorously followed, including those associated with bullying, the vetting of staff and child protection. All statutory requirements for safeguarding meet requirements.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



25 April 2012

Dear Pupils

**Inspection of Ashton Keynes Church of England Primary School, Swindon, SN6 6NZ**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their time to talk to or read to us. We have judged your school to be good and are pleased that you and your parents and carers share this view.

Here are some of the things we found that were especially good about the school.

- We are very impressed by your excellent behaviour and outstanding attitudes to learning. Your very positive approach makes a real difference to your progress.
- You achieve well. Reception children achieve well and all year groups make good progress. Attainment in writing and mathematics is above average and high in reading.
- You are polite and considerate to adults and each other and you all get on very well together, discussing things especially well with each other in lessons.
- You very much enjoy school because staff plan interesting and enjoyable activities and teach you well.
- Your headteacher, staff and members of the governing body have helped your school to improve well and are working hard to make it even better.

Here are some of the things we have asked your school to improve.

- You do really well in reading and we have asked staff to help you do as well in writing and mathematics by improving the presentation of your written work and giving you more opportunities to plan and carry out mathematical investigations. You can help by trying really hard to do well at these aspects.
- We also want your teachers to set you really challenging activities in all lessons so you can do your very best.

Yours sincerely

Diane Wilkinson  
Lead inspector

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