

Keevil C of E Primary School

Inspection report

Unique reference number	126331
Local authority	Wiltshire
Inspection number	381214
Inspection dates	9–10 May 2012
Lead inspector	Chris Nye HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Debbie Meatyard
Headteacher	Max Burr
Date of previous school inspection	9 October 2007
School address	Main Street Keevil Trowbridge BA14 6LU
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Age group	4–11
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Introduction

Inspection team

Chris Nye

Her Majesty's Inspector

This inspection was carried out at no notice. The inspector observed teaching and learning throughout the school in ten lessons, taught by five teachers. One observation was undertaken jointly with the headteacher. Meetings were held with pupils, governors and school staff, including the headteacher. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He heard pupils read and observed the school's work, including pupils' books. He looked at a number of documents, including the school development plan, safeguarding arrangements, attendance data, minutes of the governing body, assessment data and planning documentation. The inspector met with a group of parents and carers and scrutinised questionnaires completed by 76 parents and carers, 13 staff and 49 pupils.

Information about the school

Keevil is a much smaller-than-average primary school with four classes. Nearly all pupils are of White British heritage and none speak English as an additional language. The proportion known to be eligible for free school meals is well below average. The proportion of disabled pupils and those with special educational needs is below average. The percentage whose needs are met by school action plus is similar to other schools. Pupils' needs relate mainly to moderate learning difficulties and speech, language and communication difficulties. For the last three years the school has exceeded the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress. The Early Years Foundation Stage provides for reception-aged children. An on-site breakfast club is not managed by the school, so was not 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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- The school’s overall effectiveness is outstanding because exceptionally strong leadership has ensured very high standards of teaching across the school. As a result, pupils’ achievement in reading, writing and mathematics is well above that found in other schools nationally. The overwhelming majority of parents and carers who submitted questionnaires are very supportive of the school. All of them said that their child feels safe in school, that behaviour in lessons is good and that the school responds well to their concerns. The inspector wholeheartedly agrees with one parental comment which expressed the views of many parents and carers: ‘Keevil is an outstanding school and should be judged as such.’
- Children start school with skills that are broadly typical for their age and make outstanding progress in the Early Years Foundation Stage. In Key Stage 1 standards in reading, writing and mathematics are consistently well above average, and progress is exceptional. During recent years in Key Stage 2 there has been a rapidly improving trend in pupils’ progress. Attainment is consistently well above average with the current Year 6 cohort on track for all pupils to meet expected levels in English and mathematics and at least half to achieve the higher levels. However, the standard of presentation of pupils’ written work is variable.
- During the inspection teaching was never less than good and much was outstanding. A particular strength is the way in which individual needs are recognised and met. Homework, however, is not always sufficiently challenging or explained clearly enough.
- There are excellent opportunities for the spiritual, moral, social and cultural development of pupils. Consequently, they display very positive attitudes towards their learning and behaviour is outstanding.
- Leadership at all levels is a real strength because it is very effective at

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managing the performance of all staff. As a result, high standards of teaching have been securely maintained, driving achievement up further and narrowing attainment gaps.

What does the school need to do to improve further?

- Improve the standard of presentation of pupils' written work, especially in Key Stage 2, by:
 - ensuring that adults consistently model a clear cursive handwriting style
 - raising teachers' expectations of the standard of presentation of pupils' written work
 - encouraging pupils to use pens rather than pencils as early as possible.
- Strengthen procedures for organising and setting homework by ensuring that expectations are clearer and tasks sufficiently challenging.

Main report

Achievement of pupils

The inspector agreed with the very large majority of parents and carers who said in their questionnaires that they feel their child makes good progress. The pupils themselves are also very positive about their learning and progress. Achievement is outstanding because well-organised teaching effectively encourages pupils to be very enthusiastic learners with the result that they make excellent progress in lessons. Pupils' outstanding learning and performance were frequently observed during the inspection. For example, in one lesson pupils were very excited about writing their own Greek myths following very effective teaching on how to structure a story. They were rapidly producing good quality written work as a result.

Children enter the Early Years Foundation Stage with skills that are broadly in line with expected levels, although there are noticeable variations each year. The current cohort entered the school with above average understanding of number, but with below average creative skills. However, because of exceptionally good teaching which has a strong focus on meeting individual needs, children consistently make rapid progress in all their areas of learning and enter Key Stage 1 with skills above expected levels for their age, especially in speaking and listening, reading, writing and mathematics.

In Key Stage 1 these strengths are built upon further and pupils continue to make outstanding progress in reading, writing and mathematics. Over recent years attainment at the end of Year 2 has been significantly above that found nationally in

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all these areas, and almost all pupils consistently meet or exceed expected levels. The current Year 2 cohort is on track to continue this positive trend with a third expected to attain the higher levels in reading, writing and mathematics. The school's own tracking data, supported by accurate assessments, show that pupils make outstanding progress relative to their starting points. In reading, for example, progress is excellent because phonics (linking letters with the sounds they make) is extremely well taught and pupils are actively encouraged to be enthusiastic readers.

Achievement in Key Stage 2 in the past has been variable, especially in writing. However, over the past two years there is secure evidence of a rapid and sustained improvement in pupils' attainment. Throughout the key stage, almost all pupils are on track to meet or exceed expected levels in reading, writing and mathematics and in the current Year 6 cohort half are expected to exceed this and attain the higher levels. Inspection evidence confirms the accuracy of these expectations. The progress that pupils make in each year group has been at least good in the past, but is now outstanding due to the effective use of improved systems in assessing and tracking pupils' progress and a strong commitment to ensuring that needs are identified early and met effectively through a range of interventions and support. As a result, underachievement is rare and gaps between groups, for example disabled pupils and those with special educational needs and national averages, are minimal and rapidly closing. Standards of written work are very high, although the quality of presentation varies. This is because teachers do not always challenge untidy work, occasionally model non-cursive handwriting or do not encourage pupils to use a pen at an early enough age.

Quality of teaching

Almost all parents and carers who responded to the questionnaire and all those who met the inspector, said that they felt their child is extremely well taught, and pupils say that they enjoy their lessons. Inspection evidence supports the view that teaching is outstanding; all the lessons observed across the school were at least good and more than half were outstanding. As a result, pupils are making rapid and sustained progress.

Teaching is supported very well by the planned curriculum. Lessons have clear learning objectives, take good account of prior learning and ensure that activities are imaginative, challenging and meet the wide-ranging needs of all the pupils. Teaching assistants are very well trained and make a significant contribution to teaching and learning because they work in close cooperation with teachers. The pace of learning in lessons is exceptionally good because teachers adapt their teaching to meet pupils' emerging needs. They are highly skilled at using such techniques as questioning to challenge pupils, check their understanding and extend their learning. Teachers' subject knowledge and the development of pupils' research skills are particular strengths. For example, in a history lesson pupils displayed a deep and mature understanding of the causes of the Second World War as a result of outstanding teaching and their own detailed and wide-ranging research work. Homework is used well to support teaching, but occasionally expectations are not explained sufficiently

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clearly and activities are less well matched to pupils' abilities.

Teaching provides excellent opportunities for pupils' spiritual, moral, social and cultural development. The strong inclusive ethos of the school means that pupils have a very good understanding of cultures and faiths different from their own. For example, in a religious education lesson, pupils' understanding of Judaism was enhanced by the imaginative use of a range of Jewish artefacts. Such inspirational teaching coupled with excellent adult-pupil relationships motivates pupils extremely well and ensures that they make sustained progress in all areas of the curriculum.

Regular assessments of pupils' progress and attainment are accurate and marking policies are consistently applied. Marking is of a consistently high quality and pupils are aware of their targets and what they need to do to achieve them because written guidance is clear and helpful and targets are written in ways that pupils can fully understand.

Behaviour and safety of pupils

Inspection evidence and the school's own records provide convincing evidence that pupils' behaviour and safety are consistently outstanding over time, both in lessons and around the school. Outstanding behaviour is expected by all and this reflects the strong Christian ethos of the school. All the parents and carers who responded to the school's questionnaire, and all those who met the inspector, felt that the school ensures that pupils behave well and are kept safe. The pupils themselves say that they feel safe, happy and well cared for in school. In lessons, behaviour policies are consistently applied, relationships are excellent, pupils display an enthusiasm for learning and their behaviour is exemplary as a result. In the playground older pupils routinely care for younger ones, for example through a buddy system. Pupils' views, expressed, for example through the school council, are listened to and respected. They are very polite to adults and each other and make an exceptionally positive contribution to this safe and happy school. Attendance is consistently well above the national average. The school is proactive in preventing bullying and racism in all its forms and pupils have a very clear understanding of why these are wrong and how to respond appropriately to them. They have a clear understanding of how to keep themselves safe and healthy. A bright and attractive learning environment celebrates pupils' successes, values their learning and reflects the inclusive ethos of the school.

Leadership and management

Under the outstanding leadership of the headteacher, leaders and managers at all levels demonstrate an uncompromising drive to build on the school's existing strengths and ensure that the impressive improvement trend over the last three years is maintained and further developed. A clear and well-articulated vision, which has high expectations for all pupils' achievement at its heart, is shared by parents and carers, staff and pupils. Recent changes to the management structure, for example the appointment of an inclusion coordinator, have had a significant and

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positive impact on ensuring that all pupils meet their full potential. The school's outstanding capacity to improve further is also enhanced by effective strategic planning which uses a range of evidence to identify suitable priorities, actions and success criteria which link directly to improving outcomes for pupils.

The governing body is well organised and provides very effective levels of support and challenge. The governors know the school well and are committed to ensuring that high standards are maintained, although they recognise that recent changes to their role need to be fully embedded. Communications with parents and carers are excellent and the school is at the heart of its community. All safeguarding procedures are securely in place and rigorously applied. Leaders effectively promote equality and proactively tackle discrimination.

The curriculum is outstanding because it is broad, balanced and matches the needs of the pupils exceptionally well. It is imaginatively planned and helps to ensure that teaching is outstanding and that full use is made of opportunities to develop pupils' spiritual, moral, social and cultural understanding. A series of detailed and effective curriculum reviews has further strengthened the planned curriculum. The positive impact of these reviews is seen across the curriculum and has resulted in a further improvement in standards, especially in reading, writing and mathematics. The school provides a wide range of opportunities to further enrich pupils' curriculum experiences, for example in sport, art and music.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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).

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.
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.



11 May 2012

Dear Children

Inspection of Keevil C of E Primary School, Keevil, BA14 6LU

Thank you for making me so welcome when I inspected your school. I really enjoyed visiting your lessons, talking to you and the adults and looking at the work that you have been doing. The questionnaires that you and your parents and carers completed indicated that you think yours is a really good school, and I agree – it is outstanding!

These are the things that your school does particularly well:

- Because you are so well taught, you are all doing really well in reading, writing and mathematics. Many of you do much better in these subjects than pupils in other schools in England.
- Your behaviour in lessons and around school is outstanding! Well done!! I was really pleased to see how polite you all are and how well you care for each other. You also are very keen learners, which is another reason why you do so well.
- I was very impressed with how, under the leadership of the headteacher, all the adults work together so well to make sure that your school is as good as it can be. You are given lots of interesting things to learn and teachers and teaching assistants make sure that lessons are exciting.

Although the school is doing exceptionally well, there are still things that it can improve even more. I have asked the headteacher and staff to focus on:

- Improving the standard of presentation of your written work
- Ensuring that homework is better organised so that it is challenging and interesting for you and that you and your parents are clearer about what you have to do.

You can help by continuing to try your hardest and by always producing neat work, for example by using a pen whenever you can. Good luck with the future.

Yours sincerely

Chris Nye
Her Majesty's Inspector

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