

St Keyna Primary School

Inspection report

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| Unique reference number | 134917 |
| Local authority | Bath and North East Somerset |
| Inspection number | 381758 |
| Inspection dates | 13–14 June 2012 |
| Lead inspector | Carolyn Carnaghan |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 228 |
| Appropriate authority | The governing body |
| Chair | Christine Jorgensen |
| Headteacher | Adrienne Hughes |
| Date of previous school inspection | 11–12 November 2008 |
| School address | Monmouth Rd Keynsham Bristol BS31 2JP |
| Telephone number | 0117 9863852 0117 9864980 |
| Email address | stkeyna_pri@bathnes.gov.uk |

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Introduction

Inspection team

Carolyn Carnaghan

Additional inspector

David Westall

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 14 lessons taught by 12 teachers over a period of seven hours. They met with pupils, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, looked at its policies, plans and records, and at questionnaires from staff, pupils and 68 parents and carers.

Information about the school

This is an average-sized primary school with a larger-than-average proportion of pupils known to be eligible for free school meals. There are larger proportions than average of pupils supported by school action plus and those with a statement of special educational needs. The majority of these pupils have speech, language and communication difficulties. There are smaller than average numbers of pupils from minority ethnic groups. The school meets the current floor standards, which set the minimum standards expected by the government.

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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- This is a satisfactory school. It is not yet good because lessons do not always provide sufficient pace and challenge for all pupils, particularly the most able. Pupils do not receive enough extended opportunities for writing or to practise their skills in mathematical calculation. The monitoring of teaching is not sufficiently rigorous and focuses too heavily on teaching, rather than pupils' learning. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children enter the Nursery with lower than expected levels of skills. They reach broadly average attainment by the end of Year 6. This means current progress has risen and is now satisfactory. Progress is stronger in reading than in writing and mathematics. Effective support means most groups progress at a similar rate and achievement is consistently satisfactory.
- Teaching is satisfactory, but inconsistent; in some lessons it is currently good. In the best lessons teaching ensures pupils are engaged and challenged, making learning fun. In other lessons, teachers do not provide enough opportunities for pupils to extend their skills sufficiently and do not always question effectively.
- Pupils' behaviour is good and their attitudes to learning are positive. They show kindness and empathy for one another. Pupils often help in lessons and around the school; they are polite and thoughtful. Pupils know how to avoid risk, behave safely and they volunteer readily.
- Leadership and management are satisfactory. Senior staff work closely with subject leaders to manage their performance and build an effective team. The curriculum is developing well and provides for development of English and mathematical skills across subjects.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics by the summer of 2013 by:
 - providing pupils with greater opportunity to write at more length and giving more emphasis to the development of pupils' skills in sentence construction
 - focusing more strongly on the development of pupils' mathematical problem-solving skills.

- Improve teaching throughout the school by:
 - ensuring that tasks accurately match pupils' learning needs, including those of the most capable
 - ensuring that lessons move at a brisk pace and always engage pupils well
 - ensuring that questions are always used effectively to probe pupils' understanding.

- Ensure that the monitoring of teaching by leaders and managers is more focused on pupils' learning than on teaching strategies.

Main report

Achievement of pupils

Pupils currently make satisfactory progress across the school and good strides in their personal development. Children's skills and abilities on entry are below the levels expected for their age. They make a satisfactory start to their education in the nursery, where they are given adequate opportunities to acquire skills across the main learning areas. As many as half of the children entering Reception are new to St Keyna and it is here that they make the most rapid progress towards their first steps in reading and writing. They still have lower than expected levels of skills, however, in areas of communication and language by the time they enter Year 1. Progress further up the school is now satisfactory, after a year where it was weaker. Pupils now achieve better in reading than writing and mathematics and overall achievement is satisfactory, and attainment at the end of Year 6 is average.

Disabled pupils and those who have special educational needs also make satisfactory progress as a result of effective diagnosis of their requirements and good support provided by teaching assistants. Those who are known to be eligible for free school meals also make satisfactory strides in their education, after a weaker set of results last year. The programme of reading support has ensured better progress in this area and pupils now reach average attainment in reading by the end of Key Stage 1 and a little higher by the end of Key Stage 2.

Learning in English is satisfactory. Strides have been made in writing because of a growing focus on it across the curriculum. However, there are still not enough opportunities for extended writing and this holds back the more-able pupils. Lessons in mathematics are frequently fun and challenging, sometimes making links between

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stories told in literacy classes with mathematical calculations. For example, in a Year 1 mathematics lesson, pupils linked the information from Jack and the Beanstalk with drawing a graph and tabulating the pairs of glasses the giant might require. There are still insufficient opportunities, however, to extend skills through practising longer calculations.

Parents and carers rightly report that their children enjoy school and they agree that progress is at least satisfactory at St Keyna.

Quality of teaching

Most lessons deliver at least satisfactory opportunities for learning and many much better. Lessons are generally adequately planned, although sometimes the tasks set do not match what the teacher expects pupils to learn. Questioning is occasionally insufficiently probing so chances are missed to extend learning beyond the expected. The pace of most lessons is satisfactory but very occasionally learning is slow, ambitions are not high enough and pupils say they do not enjoy them.

Teaching assistants provide effective support for disabled pupils and those with special educational needs, and this ensures they are fully included and can keep up with the rest of the group.

Pupils are generally encouraged to take calculated risks, articulate their opinions and try new skills. They also have plenty of opportunities to develop good spiritual, moral, social and cultural understanding. For instance, in the bridge between a science lesson, where plants had been collected and considered for their usefulness to humans, and a religious education lesson, pupils took the time to think deeply about what nature does for us. A pupil spoke most eruditely about how plants provide for the good of mankind.

The arts and culture are explored thoroughly both in school and homework tasks. Parents and carers have expressed their enjoyment in helping their children create a plethora of three-dimensional models of creatures and structures for homework projects. They also say that teaching is good or better in some lessons, satisfactory in others. This reflects recent improvements, rather than the long-term picture.

Children in Nursery and Reception enjoy exploring their excellent outdoor provision where there are large structures to climb and trees to play around. Sometimes this provision is not fully used, however, and learning opportunities are missed. Teachers do not always follow up the day's learning themes with the choice of activities offered to children. The teaching of reading in the Early Years Foundation Stage is occasionally overly prescriptive, so some pupils do not grasp early enough the means by which to tackle difficult words.

Behaviour and safety of pupils

Good behaviour is the norm at St Keyna with few disruptions to learning reported by

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pupils. Parents and carers express their support for the way staff ensure the safety and care of their children and most consider behaviour is good with little disruption to learning. Behaviour is seen as key to ensuring classrooms are calm and ordered places, although pupils report occasional lapses in the way they relate to one another. Pupils know about various types of bullying such as cyber-bullying and those involving texting and say that such occurrences are unusual. They are sure that staff will deal with any perceived instances and exclusions are very rare. Work to improve attendance has seen a marked decrease in absences this year and attendance is now average.

Pupils move safely around the school buildings and site and understand how to be safe while on the internet.

Leadership and management

The school is effectively led and managed and those responsible for leading subject provision are increasingly active in monitoring learning. This is not always sufficiently rigorous, however. Senior leaders have ensured staff enjoy opportunities for professional development and this has accelerated pupils' achievement over the last year. The school has capacity to improve because staff work very cooperatively towards shared goals and have forged good and improving links with the parents and carers of their pupils.

The curriculum is satisfactory and is undergoing development. It now provides for interesting and challenging links across subjects, related to the development of core skills in English and mathematics. The school ensures pupils have opportunities to explore their ideas for future careers and training but does not provide sufficient ways for them to learn about life in other parts of the country or the rest of the world. The curriculum provides ways for pupils to develop good spiritual, moral, social and cultural understanding through its emphasis on independent thinking and exploration.

The school provides strong pastoral care and support, ensuring that all groups of pupils enjoy equal opportunity to learn and thrive personally. School leaders are rigorous in ensuring that there is no discrimination. The safeguarding of pupils is good. All relevant statutory policies are in place, are reviewed regularly and understood by all. The school site is safe and pupils are keenly aware of how to learn safely and remain safe, both in and outside school.

Members of the governing body are very regular visitors to school, sometimes forming part of the team who hear pupils read. They are highly supportive of school events and celebrations. They have not always challenged the school over the progress of pupils, however, because their understanding of the results of testing was not as secure as it is now. Governors report that they have undergone extensive training in this regard.

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.



16 June 2012

Dear Pupils

Inspection of St Keyna Primary School, Keynsham, BS31 2JP

Thank you very much for making us so welcome when we recently inspected your school. We enjoyed meeting you, hearing some of you read and discussing with you what you enjoy about coming to St Keyna.

We found your school to be satisfactory. Your achievement is satisfactory, you make satisfactory progress and you develop well as young people. You are kind to one another, often volunteering to help and support both your school and other pupils. Many of you are very confident in speaking up in lessons and giving your opinions, but you also listen to other pupils' ideas as well. This helps your school to be a happy and harmonious place.

We have asked the school's leaders and managers to do a few things to help you achieve better.

- Lessons should be more challenging, have increased pace, with better opportunities for writing and mathematical calculations.
- School checks on teaching should be developed and pay more attention to how well you learn.

You can help by maintaining your positive attitudes, always asking questions to help you understand better and by making sure you come to school every day.

Yours sincerely

Carolyn Carnaghan
Lead inspector

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