

# Kilmersdon C of E Primary School

School Lane, Radstock, Somerset, BA3 5TE

## Inspection dates

5–6 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- All pupils make good progress from their different starting points. Standards in reading, writing and mathematics are broadly average by the end of Year 6.
- Teaching is consistently good. Teachers and teaching assistants work together effectively to help all pupils to learn well.
- Pupils are organised into classes so that teachers can set work at the right level for the different year groups, leading to good achievement for all.
- Pupils are well behaved and have positive attitudes to learning.
- The school works well to make sure that pupils understand how to stay safe.
- The headteacher and governors work closely together to drive the work of the school. They are fully committed to continuous improvement.
- The school works closely with the local community, and parents and carers value all that it provides.
- Pupils benefit from taking part in many activities beyond the classroom and these help them to be well prepared for the next stage of their education.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Pupils are not given enough opportunities to think about teachers' feedback on how to improve their work.
- Subject leaders are not sufficiently effective in terms of checking the quality of teaching and learning across the school.

## Information about this inspection

- Inspectors observed 12 lessons. Of these, three were joint observations with the headteacher.
- Inspectors talked to pupils about their work and their attitudes to school. They looked closely at a sample of all pupils' work in English and mathematics and listened to groups of pupils read.
- Inspectors considered the 30 views expressed by parents and carers through the on-line questionnaire, Parent View, as well as those of staff in the staff questionnaire.
- Inspectors met with the headteacher, senior and subject leaders and members of the governing body. They also spoke to an officer from the local authority.
- Inspectors examined a range of documentation, including the school's tracking data, information about the checking of teaching and learning and minutes of governing body meetings. They also considered documents that relate to safeguarding, behaviour and attendance.

## Inspection team

Marion Hobbs, Lead inspector	Additional inspector
David Shears	Additional inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school to the south of Radstock in Somerset.
- Nearly all pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding for looked-after children, those eligible for free school meals and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported by school action plus or with a statement of special educational needs is below the national average.
- The school has a higher than average number of pupils who join the school mid-year in different classes.
- Groupings of pupils in the school depend on cohort numbers each year. Currently there is a Reception class and mixed age classes for Years 1/2 Years 2/3, Years 3/4, Years 4/5 and a Year 6 class.
- The school holds the Healthy Schools Award and the silver Sing Up award.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.

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

- Increase the proportion of outstanding teaching by:
  - making sure that pupils are given sufficient opportunities to think about teachers' feedback so that they know how to improve their work
- Increasing the involvement and effectiveness of subject leaders in checking the quality of teaching and learning across the school.

## Inspection judgements

### The achievement of pupils is good

- Most pupils join the Reception Year with skills and understanding that are broadly in line with those expected for their age. They make good progress throughout the year, owing to the good teaching they receive, and are well prepared for Year 1.
- The school has improved its teaching of phonics (letters and the sounds they make) so that the proportion of pupils in Year 1 meeting the expected standard in the phonics screening test now exceeds the national average.
- Progress in all classes is good. Teachers and teaching assistants work together to deliver activities that meet all pupils' needs. These include individual and small group support for those pupils who need additional help with reading, writing or mathematics.
- Attainment over time is broadly average in reading, writing and mathematics at Key Stage 1 and Key Stage 2. This is in part affected by the numbers of pupils who join the school at points other than the usual times, although these pupils also make good progress during their time at the school.
- School data show that all pupils, including disabled pupils and those who have special educational needs, make at least the expected rates of progress in reading, writing and mathematics. This reflects the school's promotion of equal opportunities. Those pupils who are eligible for the pupil premium make good progress and attain at a similar level to other pupils in English and mathematics.
- Pupils are keen and confident readers. The school promotes reading at home every evening for all pupils and the wide range of fiction and non-fiction texts available support different pupils' interests.
- Pupils' wider achievements, such as their ability to work in teams or to think about the needs of others, are well supported through the mixed-age classes as well as the whole school ethos. This means that pupils are prepared well for the next stage of their education.

### The quality of teaching is good

- Teaching across the school is good and some is outstanding.
- Activities in all classes are planned carefully to meet the needs of pupils and this helps them to make good rates of progress. Pupils in the Reception Year were enthused by the opportunity to make pizzas and were eager to engage in scientific thinking about which ingredients were lighter or heavier.
- Dialogue between teachers is effective in adjusting planning to meet the needs of pupils in the different classes across the school as they move from year to year.
- Teachers and teaching assistants have good subject knowledge and high expectations. They question pupils skilfully and this contributes to the positive atmosphere in all classes, which supports pupils' good rates of progress.
- The school uses its pupil premium funding effectively to provide swift, targeted support to help individuals and groups catch up with their peers in reading, writing and mathematics. Teaching assistants are skilled in delivering a range of activities that help pupils to achieve well.
- Assessment throughout the school is consistent and accurate. Teachers provide helpful written comments about pupils' work but pupils are not given enough opportunities to think about teachers' feedback. As a result, even though teachers provide some good quality feedback, it does not always help to move pupils' learning on.
- Homework is set on a regular basis for all classes. It has a positive impact on learning pupils are positive about the way this helps them to practise and extend their skills.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. The school's very attractive split-level site is calm and welcoming. The good facilities include a purpose-built amphitheatre and the dedicated Forest School. There are large-scale displays of pupils' art work, and a wide range of outdoor equipment enables all pupils to play safely and happily.
- Pupils are keen to learn. They talk with confidence about what they are doing in lessons and are proud of the wider range of experiences they take part in. Year 1 and 2 pupils enjoyed a visit to the SS Great Britain as part of their work on Isambard Kingdom Brunel.
- Behaviour in lessons is routinely good. Disruptive incidents of any kind are rare and should they occur, they are dealt with quickly and effectively by adults.
- Records show that there are very few incidents over time relating to any form of bullying and none related to racist incidents. Pupils are confident that bullying is not an issue in their school.
- Staff, parents and carers are all very positive about the work of the school and all that it does for its pupils. Several parents wrote personal letters to inspectors to record their thanks for how well the headteacher and other staff have helped their children with specific needs.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe in a range of situations, including those related to e-safety.
- The Early Bird Club provides a valuable resource for parents and carers who need to drop children off before school. Data show how it has impacted positively over time on the attendance of pupils, especially those known to be eligible for the pupil premium.

**The leadership and management are good**

- The headteacher and governing body consistently communicate high expectations to all staff. There is a strong shared commitment to see the school improve further.
- Data on pupils' achievement are well understood by all leaders and managers, including governors, and regular meetings review all pupils' attainment and progress. When necessary, effective support is put in place to help pupils catch up with their peers.
- Senior leaders check carefully each year that pupils are organised into teaching groups that allow teachers to set appropriate work and enable all to achieve well. Governors monitor this regularly in their visits to the school.
- Senior leaders have developed a robust system to check on the quality of teaching and learning. Teachers' performance is managed efficiently through the year and there are secure links between pupil outcomes, staff training and the school development plan. Teachers' pay and progression are linked to the Teachers' Standards and are used to reward good practice.
- The school has an accurate understanding of its own performance. The headteacher makes effective use of support from local partnerships within the local authority and from the regional diocese to help drive further improvements across the school. The local authority provides good quality support to the school through a local leader in education based at another Somerset primary school.
- The range of subjects and activities that pupils experience in all classes are linked to overarching topics. This allows for the effective development of pupils' literacy, numeracy and communication skills in a wider context. Senior leaders acknowledge that subject leaders are not yet fully involved in checking on the quality of teaching and learning.
- The Christian ethos of the school is shared and valued by all. The school's annual Arts Week has made a significant contribution to this through, for example, the design of the stained glass window in the school hall. Regular collective acts of worship are held in school, in local churches and in Wells cathedral through the school year and further exemplify the importance of this to the community.
- The Parents' Association provides funding and activities that further broaden pupils' experiences. Their support to develop the Forest School site, with the result that all year groups are able to benefit from learning new and different skills in this outdoor environment, is a good example.

- Strong links with external partners mean that any potentially vulnerable pupil is supported quickly and effectively. Families are known individually and support is readily available for any type of need.
- The school makes good use of the government's additional primary sports funding. A close link to a local secondary school means that pupils are able to participate in a wide range of competitive sports with other local schools.
- All safeguarding requirements are met.
- **The governance of the school:**
  - Members of the governing body are experienced and understand the school's strengths and areas for development well. They are knowledgeable about the quality of teaching in the school and understand how pupils' performance compares to that in other schools. They are fully committed to providing the best possible education for all pupils. Governors immerse themselves in the work of the school through their weekly visits and are robust and effective in the challenge and support they provide to the headteacher and her team. They take full advantage of training offered by the local authority to enable them to fulfil their roles effectively and, when possible, work with other local school groups to explore particular aspects of their work. The governing body manages the school's finances effectively. This includes their sound understanding of how the pupil premium and additional sports funding are deployed.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123834
<b>Local authority</b>	Somerset
<b>Inspection number</b>	431094

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

<b>Type of school</b>	Community
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jenny Lamb
<b>Headteacher</b>	Mrs Beth Hopkin
<b>Date of previous school inspection</b>	11–12 July 2012
<b>Telephone number</b>	01761 432283
<b>Fax number</b>	01761 437680
<b>Email address</b>	<a href="mailto:sch.204@educ.somerset.gov.uk">sch.204@educ.somerset.gov.uk</a>



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