

St Keyna Primary School

Monmouth Road, Keynsham, Bristol, BS31 2JP

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The achievement of pupils by the end of Key Stage 2 is lower than expected, particularly in mathematics. This is because there is not enough good and outstanding teaching across the school.
- Some more able pupils do not make the progress they are capable of because the work they are given is not suitably challenging.
- Some teaching is not good enough because teachers do not always plan for pupils' learning to build upon what the pupils already know and can do. Consequently, many do not make the progress of which they are capable.
- Leadership and management of the school have not been shared widely enough among teaching staff to ensure more rapid improvements in achievement.
- When activities do not engage their interest, some pupils lose focus and do not maintain a positive attitude to learning, occasionally disrupting the learning of others.

The school has the following strengths

- The provision for the high proportion of pupils with extremely complex needs ensures their social and emotional needs are met and they are able to progress well academically.
- The school's work to keep pupils safe and secure is good because of the high priority given to safeguarding policies and procedures.
- There has been an improvement in the progress made by most groups of pupils since the last inspection.
- Governors have a good understanding of the school's context through their close involvement and regular monitoring.

Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, six of them jointly with the headteacher. They also observed two nurture groups, one for Key Stage 1 and the other for Key Stage 2 pupils.
- They scrutinised pupils' work in their literacy, mathematics and topic books. Inspectors spoke to two groups of pupils to gain their perspective of the school, including learning, behaviour and opportunities for extra-curricular activities.
- The inspectors listened to pupils from Years 2 and Year 6 read.
- They observed the behaviour of pupils during playtime and lunchtime, and visited the breakfast club.
- They held meetings with members of the school's leadership team and the physical education leader, as well as with representatives from the governing body. They also met with a representative of the local authority and an independent consultant who has been advising the school.
- Inspectors scrutinised a range of school documents, including the school's self-evaluation, the school development plan, records of the quality of teaching, a range of policies including those relating to safeguarding, reports from the governing body, information about pupils' progress, and records of behaviour incidents. They also looked at the school's website.
- Inspectors took account of 31 responses to the online Parent View survey, the views expressed by parents spoken to on the playground, and a letter received from one parent. Inspectors also took account of the views of 25 staff who responded to the staff questionnaire.

Inspection team

Anne Newall, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school when compared to all primary schools. The Early Years Foundation Stage unit includes a Nursery and a Reception class.
- The proportion of pupils eligible for support by the pupil premium, which is additional funding provided by the government for pupils entitled to free school meals, pupils in care, and those whose parents are in the armed forces, is well above the national average.
- The proportion of pupils with a disability or special educational needs supported at school action is similar to the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs, many of whom have extremely complex needs supported by a range of external agencies, is much higher than the national average.
- The vast majority of pupils are of White British origin.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Inspectors visited an on-site breakfast and after-school club, managed by the governing body.
- There has been considerable staff turnover since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that all is good and more is outstanding, in order to improve behaviour and raise pupils' achievement, by:
 - making use of skilled, outstanding teachers to coach and mentor those teachers who need to improve and ensuring good practice is shared and applied
 - ensuring that all lessons build upon what pupils already know and can do, and are suitably matched to the pupils' abilities
 - providing more able pupils with suitably challenging work to enable them to reach higher standards
 - making pupils' activities exciting and engaging to motivate pupils and eliminate disruptive off-task behaviour.
- Strengthen the leadership and management of teaching and learning to ensure there is a constant focus upon improving the quality of teaching, by:
 - sharing leadership more widely in the school and giving subject leaders training and time to monitor the quality of teaching and learning in their subjects
 - ensuring that all teachers use assessment of their pupils' work to identify accurately what the pupils have learnt during each lesson so that teachers can plan the next steps in learning.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement of pupils by the end of Key Stage 2 has not been as high as expected, particularly in mathematics. This is because they have not made enough progress during Years 3, 4 and 5.
- Standards at the end of Key Stage 2 improved in 2012 compared to the previous year, and were similar to the national average. This is because pupils made good progress during Year 6. Standards in 2013 were lower, which in part was due to the wide ranging and complex needs of the cohort. It was also because of continued weak teaching in earlier years which meant that, even though their progress in Year 6 was good, pupils did not fully catch up. Progress has not been good enough over time to result in higher standards being achieved.
- Some more able pupils have not made the progress that they are capable of because activities have not always given them enough challenge.
- Children join the school either in the Nursery or in the Reception class. A considerable proportion arrives with skills and abilities well below what is expected for their age, particularly in communication and language, and in their social and emotional development.
- In 2012 and 2013, by the end of the Early Years Foundation Stage, many children had made good progress and reached similar levels of development to those found nationally. However, overall, the proportion of pupils reaching a good level of development was below the national average. As the children move into Year 1, many still have lower than expected abilities in communicating and language, writing and mathematics.
- Over time, pupils have made good progress in Years 1 and 2 in reading, writing and mathematics to reach standards at the end of Year 2 which are broadly similar to the national average.
- The implementation of structured teaching of phonics (letters and the sounds they make) has led to improved reading skills. The proportion of pupils in Year 1 meeting the expected standard in the government's phonics check is similar to that found nationally. Pupils are keen to read, and are heard regularly in school. Their reading diaries contain individual reading targets, as well as helpful guidance for adults listening to them at home.
- The progress of the majority of pupils, including those with disabilities or special educational needs and those supported through the pupil premium, has improved over the past four terms. This is because of more accurate use of assessment information and improvements in the quality of some teaching. However, inconsistencies remain between subjects, with slower progress in mathematics, and between year groups.
- The gap in achievement between pupils entitled to support from the pupil premium and other pupils has been reduced. Their attainment is now higher in reading by about one term, is similar in mathematics and slightly lower in writing. This is because their needs are closely identified, and the funding has been targeted to support pupils' social and emotional needs as well as their learning needs.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough is good or outstanding to result in good achievement for all pupils by the end of Key Stage 2.
- Not all teachers have consistently high expectations of what their pupils can achieve, or use their assessment of pupils' existing knowledge and skills to plan appropriate activities which will extend learning.
- The lower expectations of some teachers are also reflected in the poor presentation of pupils' work in Years 3, 4 and 5. Teachers sometimes give too much praise for too little work or for work which is untidy.
- All teachers implement the school's marking policy, showing the pupils what they have done

correctly and what needs to be improved in their assessed work. However, they do not all allow pupils time to act upon advice given through marking and make the necessary improvements.

- Relationships between staff and pupils are good, and pupils generally respond quickly to requests from adults.
- There are examples of good and some outstanding teaching within the school. In the best lessons seen during the inspection, activities were varied and interesting, teaching assistants provided good support for the teacher and pupils. Pupils showed very positive attitudes to their work and high standards were attained. This was reflected, for example, in the high quality of writing produced by Year 6 during their lesson on story openings.
- Within the nurture groups in Key Stage 1 and Key Stage 2, in response to sensitive teaching, pupils learn the skills of cooperation, sharing and turn-taking, as well as techniques for anger management and calm behaviour. This good provision enables the pupils to take part in whole class lessons, with the security of smaller groups when necessary. This is just one example of many which demonstrate the school's commitment to equal opportunities.
- Older pupils say they receive regular homework, which they enjoy doing, and all pupils spoken to said they understand their targets for achievement. They are aspirational, for example one said, 'I am on a Level 4b at the moment and I am aiming for a Level 5 in reading.'
- Pupils take pride in their own appearance, wearing their uniforms smartly, and also show pride in their environment by looking after resources carefully.
- The majority of parents responding to Parent View, and those spoken to, believe their children are well taught. In particular, parents of pupils with disabilities or special educational needs felt that their children's needs were carefully attended to. However, inspectors found that teaching required improvement.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement because a minority of pupils do not show a positive attitude to learning and occasionally disrupt the learning of others during lessons. There are some instances of poor behaviour at other times during the school day.
- The school keeps detailed records of incidents of poor behaviour, including sanctions used in line with the behaviour policy. Work to improve the behaviour of some pupils has been very effective, for example through good classroom management skills or the help of the nurture groups, but a small number of challenging pupils remains.
- The majority of pupils understand why it is important to behave well and most show respect for the school rules. They are polite to each other and to adults, and play sensibly together.
- The school's work to keep pupils safe and secure is good. Pupils are kept safe because all policies and procedures relating to safeguarding are followed, and the school reacts promptly to any identified issues relating to site security or to child protection.
- Pupils spoken to say they feel safe at school, and know who to talk to if they have a problem. They have confidence that adults in school will resolve any problems if they arise. The pupils say there is very little bullying, but if it does happen it gets sorted out. They have a good understanding of different types of bullying, including homophobic, racist and cyber.
- The vast majority of parents who expressed a view believe their children feel safe at the school, which the inspection team confirms.
- The attendance of pupils has improved due to strong steps taken by the school and the 'children missing education officer' from the local authority.

The leadership and management

require improvement

- Leadership and management require improvement because teaching is not yet consistently good enough to result in good achievement at the end of Key Stage 2.
- Monitoring of the quality of teaching has not been shared widely enough among the school's

leaders to result in more rapid improvements in teaching and achievement. This is, in part, because of the absence of a senior leader, which has increased the workload for the headteacher and inclusion leader. However, subject leaders have not been able to contribute effectively to improving the quality of teaching because they do not yet have an accurate view of teaching or achievement in their subjects in all year groups.

- The headteacher and governors have accurately evaluated the work of the school, and identified that achievement requires improvement because not enough teaching has been good and outstanding over time.
- Senior leaders have taken action to improve the quality of teaching, including liaising with a neighbouring outstanding school to share best practice, and coaching and mentoring colleagues. However, some weak teaching remains.
- The school has implemented a pupil assessment tracking system which enables detailed analyses of the progress of groups of pupils to be shared with staff and governors. As a result, teachers are more aware of their accountability for progress. Performance management is being used alongside this to raise the aspirations of all teachers, who now have challenging targets for their pupils' progress. Improvements are evident in 2012/13 and so far this year.
- The curriculum is interesting and makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, the youngest pupils learn about the Hindu festival of Diwali and the Chinese New Year; older pupils learn the skills of independence, creativity, team work, and reflection. The whole-school topics such as 'What Floats Your Boat?' are enriched by visits to locations such as Bristol harbourside where pupils visited the SS Great Britain. Some pupil premium funding is used to ensure all pupils, including the most vulnerable, can attend such trips.
- The primary school sports funding is being used effectively to improve the expertise of teachers and teaching assistants, as well as increasing the range of sporting opportunities for pupils. Some funding is used to provide after-school sporting activities with external coaches. It is too early to evaluate the effectiveness of these activities on pupils' achievement.
- The school uses many strategies to engage parents in their children's learning. For example, phonics and mathematics workshops for parents were held, which were well attended.
- The liaison and partnership working with external agencies makes a strong contribution to the well-being of the many vulnerable pupils who have a wide range of difficulties. The headteacher or inclusion leader attend all the necessary multi-agency meetings to ensure they get the right help for these pupils.
- The local authority knows the school well and is providing a good level of support.
- **The governance of the school:**
 - Governance is effective. Governors are knowledgeable about the school because they are regular visitors, touring the school with staff, talking to pupils, and receiving regular reports from the headteacher. They participate in training to help them carry out their role, including online training, and have a sound understanding of achievement and the quality of teaching within the school. They challenge and support the headteacher to improve the quality of teaching, and have gained additional funding from the local authority to facilitate this. Governors are imaginative in their use of the pupil premium, in discussion with senior leaders. For example, some is spent on nurture groups, giving small groups of pupils 'life experiences' including shopping and cooking a meal, or ensuring all pupils can attend events such as a day trip to Bristol to support their curriculum work. They have a good understanding of teachers' performance, including the headteacher's, and make pay decisions based upon this. They provide good oversight of the school's budget and a clear financial direction.

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

Unique reference number	134917
Local authority	Bath and North East Somerset
Inspection number	431072

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Chris Jorgensen
Headteacher	Adrienne Hughes
Date of previous school inspection	13–14 June 2012
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