

Kimpton, Thruxton and Fyfield Church of England Primary School

Kimpton, Andover SP11 8NT

Inspection dates 15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- The performance of the school went down after the previous inspection. Although it is now improving, the rate of improvement is not fast enough.
- Leaders' checks on the quality of teaching are not thorough enough to ensure that all groups of pupils make good progress.
- Pupils' achievement is not good enough, particularly in mathematics, despite some recent improvement.
- The quality of teaching varies too much and this prevents pupils from making consistently good progress.
- Teachers do not consistently ensure pupils develop good spelling, punctuation and handwriting.
- Teaching is not challenging enough and in some lessons groups of pupils of different abilities receive similar work. It is too easy for the most able and does not help enough pupils to develop their skills as well as they should.
- The gaps in attainment between disadvantaged pupils and other pupils are not closing quickly enough in Key Stage 2.
- Leaders' plans and actions have not resulted in consistently good achievement and teaching.

The school has the following strengths

- The school is a welcoming community where pupils from different backgrounds get on well together.
- Pupils read regularly, develop a love of reading and make good progress in reading in Key Stage 2.
- Pupils behave well. They are kept safe and say they feel very safe. There is strong provision for their spiritual, moral, social and cultural development.
- The Early Years Foundation Stage has improved and children achieve well, including in reading.
- Governors are knowledgeable and have a good understanding of pupils' assessment information and where improvements are required.

Information about this inspection

- Inspectors observed 16 lessons, two of which were observed jointly with the headteacher.
- Inspectors held discussions with pupils, listened to a sample of them read and looked at a range of their work. Inspectors also toured the site and made observations of pupils' attitudes during and between lessons.
- Inspectors looked at a range of information about pupils' progress, attainment, behaviour and attendance. They also studied improvement plans, assessment records, checks on the quality of teaching and documentation related to the safeguarding of pupils.
- Meetings were held with senior leaders, subject leaders, members of the governing body and an adviser from the local authority.
- Inspectors took account of the 111 responses to the online questionnaire (Parent View) and 22 responses to the staff questionnaire. They also spoke to several parents and considered a number of letters received from parents.

Inspection team

Eileen Chadwick, Lead inspector

Additional Inspector

Penny Orme

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school although a little larger than when previously inspected.
- Most pupils are White British and none speaks English as an additional language.
- The proportion of pupils supported through the pupil premium is low compared to the national average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those with special educational needs supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- Almost one third of the pupils have parents serving in the armed forces.
- The proportion of pupils joining or leaving the school during the school year other than at the usual times is above average.
- The school has experienced some staff turbulence in the last year. Three new teachers started this September. The headteacher has been in post for four years and will be retiring at the end of this term.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a daily breakfast club for its pupils. They may also attend an after-school club but as this is privately managed it is subject to a separate inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good by:
 - ensuring that work set in writing and mathematics is at the right level of difficulty for different groups of pupils, including for the most able and lower attaining pupils
 - enabling pupils to consistently apply their knowledge of phonics (the sounds that letters in words represent) when writing
 - ensuring teachers always provide pupils with clear instructions including for problem solving in mathematics
 - strengthening teachers' subject knowledge so that their assessments are accurate and can then set higher expectations of what pupils can achieve.
- Raise pupils' overall levels of attainment and speed up their progress by:
 - increasing the proportions reaching the expected and higher levels in mathematics and the higher levels in reading
 - improving pupils' grammar, punctuation, spelling and handwriting and lower attaining pupils' ability to write in sentences
 - raising the attainment in Key Stage 2 of disadvantaged pupils who are eligible for additional funding
 - ensuring the most able children in Reception are consistently challenged in mathematics.
- Improve the effectiveness of leadership and management by:
 - ensuring school leaders' checks on the quality of teaching focus on how well different groups of pupils are learning in order to improve their progress
 - ensuring that school leaders act promptly on the results of their checks on pupils' progress to address any weaknesses in teaching and learning
 - ensuring school leaders and governors monitor the impact of initiatives for raising achievement and improving teaching, including those for raising the attainment of disadvantaged pupils in receipt of additional funding.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because senior leaders have not ensured consistently good teaching and good progress.
- The performance of the school declined after the previous inspection. Although it is now improving, the pace of improvement has been too slow. Although pupils' progress was better last year, standards in Year 6 were still only average because of previous underachievement.
- Middle leadership is shared across the school and senior and middle leaders regularly observe lessons. However, their checks do not consistently identify the impact of teaching on the progress made by different groups of pupils. This limits the effectiveness of the checks to identify where improvement in the quality of teaching is needed, and to provide appropriate support.
- The school does not do enough to evaluate the impact of initiatives for improving attainment. For example, there has been staff training in the teaching of phonics but monitoring has not identified the need to ensure all staff help pupils to apply phonics when writing.
- The school is committed to ensuring equality of opportunity but recognises there is more to be done, for example to raise the attainment of disadvantaged pupils who are helped by additional government funding in Key Stage 2. The school would benefit from a review of the use of this additional funding to see how this might best be accomplished.
- The headteacher's strong pastoral leadership has led to the school maintaining a very positive ethos and pupils' good behaviour during a period of staffing disruption. Senior leaders work closely together and their determined actions are having a positive impact on raising pupils' achievement in phonics, reading and the Early Years Foundation Stage. This shows the school has the capacity to improve.
- Senior leaders have introduced a regular system for checking the progress of individual pupils and that of different groups of pupils. This has helped leaders to identify that pupils supported by additional funding are not doing as well as they should.
- The school ensures extra help is given to pupils who are falling behind through individual and small-group intervention work. However, not enough action is taken to improve the overall quality of learning in lessons in order to speed up pupils' progress.
- School leaders and governors have revised arrangements for managing staff performance. They have set targets related to improving progress and addressing whole-school issues, such as the need to improve pupils' spelling, punctuation and grammar. However, targets are not precise enough for individual teachers to help them improve.
- The local authority's support has been at 'medium level' and this has included specific subject training. The school has benefited from this help, for example in helping to raise pupils' attainment in reading.
- The curriculum is broad with good opportunities for enrichment through a wide range of visits and sporting activities with other schools. It contributes well to pupils' personal skills and their understanding of life in modern British society.
- The strong focus on developing pupils' spiritual, moral, social and cultural development is resulting in the school's positive atmosphere and in securing a clear understanding of British values. It encourages them to learn about cultural differences well. Pupils learned about the importance of democracy as they voted for representatives on their own school council.
- Pupils benefit from a range of additional sporting activities as a result of the careful use of primary sports funding. This has been used to provide transport to give pupils opportunities to regularly take part in competitive sport with other schools. A professional sports coach has also been employed to teach sports lessons and to develop both pupils' and teachers' skills.
- Safeguarding procedures, including child protection training, meet all current requirements.
- **The governance of the school:**
 - Governors have a range of skills appropriate to their roles, for example finance, education, health and safety. They are well organised and are regular visitors to the school. Governors now ask searching questions and have a good understanding of pupils' assessment data. However, they did not previously hold leaders and staff to account sufficiently to stem the decline in pupils' progress after the previous inspection. They are clear about where general strengths and weaknesses in teaching lie and are ensuring that teachers' pay is being linked to performance. However, they are limited by some of the information presented by school leaders, for example the lack of precise information on the impact on of teaching on pupils' subject learning. They have ensured the additional funding provided for pupils with parents in the armed forces has been well used to enable these pupils to quickly settle into school,

including those who enter later than usual. They monitor the progress of disadvantaged pupils in receipt of additional funding assiduously and seek reasons for the drop in their attainment in Key Stage 2. Their oversight of the use of sports funding is thorough.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Strong provision for pupils' spiritual, moral, social and cultural development underpins pupils' good behaviour. Pupils show respect, courtesy and kindness to each other regardless of age, race or disability.
- The atmosphere in lessons is positive. Teachers use the school's systems of rewards and sanctions consistently. Consequently, pupils respond well to teachers and support staff, creating a harmonious working environment where pupils try to do their best and work well together.
- The great majority of pupils behave well in lessons, around the school and on the playground. Most are keen to learn and concentrate well. However, pupils occasionally become distracted when activities are not pitched at the right level to fully challenge them or to systematically build on their previous learning.
- The few pupils with emotional, social or behavioural difficulties are helped well to adjust to school. This means that lessons proceed with little interruption. The number of pupils excluded has dropped compared with previous years and there are few in number.
- Most parents who expressed a view say that their children are happy at school and that pupils typically behave well. Several pupils who were late entrants to the school told inspectors how well they had settled and enjoyed attending the school.
- Pupils' attendance is average and improving. The drop in the rate of persistent absence for vulnerable pupils at risk of underachievement is contributing to this. The school carefully monitors individual pupils' attendance and works closely with them and parents to ensure they understand the importance of good attendance and arriving on time.
- The before-school club is well attended, organised and resourced. Pupils are well cared for and are provided with healthy breakfasts. They are given a good start to the school day.

Safety

- The school's work to keep pupils safe and secure is good. Rigorous systems are in place for the recruitment of staff. A number of staff hold first aid qualifications and members of staff and the governing body have undertaken safe recruitment training.
- Pupils say they feel safe in school. They have a good awareness of how to keep themselves from harm, including when using the internet.
- Pupils are aware of the different forms of bullying, such as name calling, and say that, although it does occur, this is unusual. If anything unkind is said to them or happens to them they know exactly who to go to and what to do.
- The very large majority of parents who responded to Parent View feel that their children are kept safe in school.

The quality of teaching requires improvement

- The quality of teaching requires improvement because it is not strong enough to ensure pupils make good progress and attain the standards of which they are capable.
- The teaching of writing requires improvement. Pupils are keen to write because teachers provide interesting contexts and practical activities bring meaning to pupils' writing, for example when writing about their topic on India. However, in both Key Stages 1 and 2 there is not enough attention to teaching grammar, punctuation and good handwriting.
- Pupils are not consistently helped to apply their phonics knowledge when writing which restricts their progress in spelling. Writing activities for lower attaining pupils are sometimes too hard and analysis of their work and lesson observations show these pupils are not always been given enough help in learning to write in sentences.
- Not all teachers have sufficiently well-developed subject knowledge to enable them to understand what pupils need to do in order to reach higher levels of attainment in mathematics. As a result, expectations are not high enough and the work set for pupils is too easy. On some occasions when teachers set problem-solving activities in mathematics, they do not give clear enough instructions at the start of

lessons and this stops pupils starting work immediately.

- The accuracy of teachers' assessment is being improved but teachers are sometimes overgenerous. For example, the assessments made by teachers were higher than those attained by pupils in their Year 6 national tests in 2014.
- Very regular reading for pupils, including lower attaining pupils and disabled pupils and those with special educational needs, is accelerating their progress and boosting their levels of attainment.
- Catch-up programmes provided by support staff contribute well to improving pupils' progress. However, support staff are sometimes limited by the activities provided by the class teachers. This happens when gaps in the learning of lower attaining pupils are not picked up quickly enough and the work provided does not ensure the steady build-up of their writing and mathematics skills.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because it is not improving rapidly enough. Year 6 pupils' attainment declined after the previous inspection, particularly in mathematics. Over the past three years pupils' attainment and progress in mathematics in Year 6 was often below average.
- Pupils' attainment in the latest 2014 Year 6 national tests improved to broadly average in reading, writing and mathematics. However, not enough pupils attained the higher levels in reading, mathematics, spelling, punctuation and grammar.
- In the latest 2014 Year 2 national assessments, pupils' attainment was average in reading and mathematics and above average in writing. Pupils performed well at the expected levels but as in Key Stage 2, not enough of the more able pupils attained the higher levels in reading and mathematics.
- The most able pupils do not make sufficient progress. Too often, they are not given challenging work and repeat too much of their earlier learning, especially in mathematics. The school is aware that some pupils are capable of very high-level work, especially in mathematics, but there is no attainment at the highest National Curriculum Level 6 by the time pupils leave the school.
- Pupils write for a range of purposes across the curriculum but, on occasions, weaker spelling, punctuation and grammar for pupils of all abilities impair their writing. Pupils' handwriting is too often untidy and some pupils do not make enough progress in joining their letters. Lower attaining pupils do not develop their ability to write in sentences as systematically as they should.
- Pupils who have parents serving in the armed forces achieve similarly to their peers. Well-focused support on an individual basis is given to pupils who arrive during the year to enable them to quickly settle. Small-group teaching helps the progress of disabled pupils, those with special educational needs and those who are falling behind. However, the overall progress of these groups is, like that of their peers, uneven due to inconsistencies in the quality of class teaching across the school.
- The few disadvantaged pupils who are helped by additional government funding make similar progress to their classmates in reading, writing and mathematics but this is not enough for them to close the gaps in their attainment by the end of Key Stage 2. In 2013, these pupils attained standards which were one term behind their peers in school in reading, and two terms behind in writing and mathematics. Compared with all other pupils nationally, they were one year behind in reading, writing and mathematics. Pupils currently in Years 1 and 2 are doing as well as their peers, but in Years 4, 5 and 6 the gap in attainment is widening.
- Systems for improving phonics have been introduced throughout the school. Year 1 pupils do well in the national phonics checks and pupils at all levels of ability use phonics well when reading but are less successful when writing.
- Pupils' progress in reading is good in Key Stage 2 and the current Year 6 pupils' attainment in reading is slightly above average.

The early years provision

is good

- Children start school with skills and knowledge and abilities that are typical for this age. They make good progress and their attainment at the end of Reception has risen in recent years to above average. More children now reach or exceed good levels of development than do so in most schools, including in reading, writing and mathematics. This means that children are well prepared to enter Year 1.
- Children quickly settle because staff liaise closely with parents and pre-schools and welcome new children warmly. Children adapt very well to school life because school routines are carefully taught and learned. The Reception class runs smoothly and this helps children to feel secure and behave well.
- Children make good progress because staff track their early development carefully and usually provide

stimulating activities across all the areas of learning. They develop their reading, writing and mathematics well. For example, children rapidly learned to add small numbers of conkers together when working with adults in small groups.

- However, occasionally, when pupils choose activities for themselves, they are not sufficiently challenging in mathematics for the most able. Adults do not spot this quickly enough and provide them with extra levels of challenge.
- The joint working with parents is a strength. Parents are kept well informed and the interaction between staff and parents at the start and end of the school day is particularly good.
- The Early Years Foundation Stage is well led and managed. The school has taken strong action to raise children's attainment through improving the teaching of basic skills. Children are kept safe and well cared for. The Early Years Foundation Stage leader keeps a careful check on children's progress and any underperformance is quickly addressed.

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	116375
Local authority	Hampshire
Inspection number	444058

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	174
Appropriate authority	The governing body
Chair	Margaret Rome
Headteacher	Pamela Simpson
Date of previous school inspection	9 December 2009
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