

Kineton Green Primary School

Kineton Green Road, Olton, Solihull B92 7EB

Inspection dates	10–11 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- School leaders have been effective in making improvements to the quality of teaching and pupils' progress since the last inspection.
- Pupils' outcomes in early years and in reading, writing and mathematics at the end of key stage 1 have improved steadily over the last three years. Pupils currently in the school are making better progress than in the past.
- The quality of teaching is now consistently good in almost all year groups, with outstanding teaching evident in the early years. This is enabling an increasing proportion of pupils to make at least good progress.
- Pupils who have special educational needs and disability get the extra help they need from teachers and teaching assistants and most make expected or better progress. Progress for these pupils is particularly good in mathematics.
- Disadvantaged pupils are making the same good progress than their classmates and in some instances better progress. This is ensuring they are catching up with the standards achieved by their peers.
- Pupils have good attitudes to learning and behave well. They want to work hard, are keen to succeed and take pride in their achievements.
- Pupils enjoy coming to school and feel safe. This is shown in their good attendance and low levels of persistent absence.
- Provision for children in the early years is outstanding. Children make rapid progress from their starting points because leadership and teaching are highly effective.

It is not yet an outstanding school because

- Although current progress is good, some pupils in Years 5 and 6 still have some catching up to do in writing and mathematics to reach the standards expected for their age.
- Teaching, over time, is not yet leading to accelerated progress for all pupils. This is because sometimes pupils are not always moved on to more demanding work quickly enough.
- Pupils do not always have sufficient opportunity to apply their mathematics skills widely enough, and are not always clear on how to respond to teachers' marking and feedback on their work.
- Leaders are not providing governors with a clear enough view of the progress of different groups of pupils to enable them to make close checks on the improvements that are being made.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment by:
 - ensuring that pupils are consistently moved on to more demanding tasks within lessons as soon as they are able
 - providing pupils with more opportunities to use and apply their mathematical skills in other subjects
 - ensure that pupils understand how they have to respond when their spelling, grammatical and punctuation errors are identified by teachers.

- Improve the quality of leadership and management by ensuring that senior leaders regularly provide governors with detailed information and analysis about the progress of different groups of pupils, so that governors can closely check that improvements are being made and can challenge leaders where appropriate.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders have been successful in securing improvements in teaching and in pupils' progress since the last inspection. The headteacher has developed a skilled team of senior and middle leaders who have clear responsibilities and improvement actions on which they lead. As a result of training and support they are effective in their roles. The headteacher, senior leaders, governors and staff are united in their expectations that pupils must achieve well.
- The quality of teaching has improved since the last inspection as a result of training and individual coaching for teachers. After making checks on lessons and pupils' workbooks, and listening to pupils' views on their learning, leaders provide teachers with helpful advice on how to improve their practice.
- Teachers who have additional responsibilities are aware of the strengths and weaknesses in their subject. They make checks on the quality of provision in their area of responsibility and take action to make improvements. For example, the literacy subject leader has been successful in his work to improve standards in spelling, grammar and punctuation.
- The headteacher has a clear vision about the curriculum she wants pupils to experience. It has been carefully thought out so that it is relevant, interesting and motivates pupils to love learning. The range of subjects taught is appropriate and well balanced. It is enhanced with a good range of trips and visitors to the school. For example, pupils were highly motivated and excited when the police visited the school and set up a mock crime scene for pupils to investigate. Pupils have a wide range of after-school clubs to choose from, including gym, choir, school band and sewing.
- Pupils are well placed to take up their place in British society. Pupils develop attitudes of respect and tolerance and have an understanding of the diversity of the country in which they live, through the '5 Bees' (the school rules), the provision for personal, social, health and economic education and through learning about people of different faiths and cultures. In addition, pupils learn about the concept of democracy and voting through electing school councillors. They have opportunities to learn about freedom of speech and expressing a personal opinion, through regular meetings with subject leaders who seek their opinions on learning.
- Pupil premium funding is spent wisely and its impact is being monitored closely. The deputy headteacher has put in place an effective range of interventions for these disadvantaged pupils and tracks their progress carefully. This is successfully accelerating their progress.
- The sports funding has been spent well. Pupils now have access to a wider range of inter-school activities, such as tri-golf and basketball, than was previously available to them. In addition, pupils have access to more sporting after-school clubs and participation in these has increased.
- The local authority has provided the school with a helpful range of support and challenge since the last inspection, particularly in the teaching of mathematics. Leaders, teachers and teaching assistants have benefited from support and training from advisers and consultants. Governors have particularly benefited from the reports that have been provided following local authority reviews of the school's provision.
- **The governance of the school**
 - Governors have a good understanding of the strengths and weaknesses of the school and ask appropriately challenging questions of school leaders. However, they are not provided regularly with detailed information and analysis about the progress of different groups of pupils so that they can closely check for themselves that improvements are being made in the areas of weakness.
 - Governors demonstrate commitment to their roles through their good attendance at meetings, training events and visits to school to meet with the teachers or subject leader they are linked to. They bring a high level of expertise to their role.
 - Governors have an accurate view of the quality of teaching in the school. They successfully oversee the school's arrangements for managing teachers' performance and ensure that pay progression is linked to good and better teaching.
 - Governors are well informed about the promotion of British values through the curriculum and about pupils' spiritual, moral, social and cultural development. They ensure that safeguarding policies and procedures are up to date.
- The arrangements for safeguarding are effective. Pupils' safety is treated with an appropriate degree of importance. Procedures to safely recruit staff are in place. Staff have been trained to identify pupils at risk of harm, including those at risk of potential radicalisation. Any concerns raised by staff are taken seriously and recorded in detail. Where necessary other agencies and parents are involved to provide additional support and advice.

Quality of teaching, learning and assessment **is good**

- Leaders have been successful in improving the quality of teaching, learning and assessment since the last inspection. Observations of learning, scrutinies of pupils' workbooks and the school's assessment information show that teaching is now typically good, with evidence of outstanding teaching in early years.
- Teaching is characterised by warm and respectful relationships. Pupils are keen to please the adults and want to succeed. Adults are quick to spot any misconceptions pupils have and correct them. Adults are effective in demonstrating and modelling to pupils how to complete activities to a high standard. As a result, pupils in most classes take care with the presentation of their work – this is particularly evident in Year 6 workbooks.
- Teachers are skilful in using questions and prompts to help pupils to think hard. This is particularly strong in mathematics. Questions such as 'How do you know this is right?' and 'How did you work this out?' support pupils effectively in their reasoning and problem-solving skills and in their use of mathematical vocabulary.
- Classrooms are generally purposeful and busy. Pupils understand the routines and expectations and are keen to concentrate and get on with their learning. This is having a direct impact on the progress they make. Occasionally, however, a small number of pupils do not stop and listen when they are asked to and the sense of urgency about learning new things is lost. This is because the teacher is not consistent in reinforcing the need for pupils to be quiet and listen carefully.
- Teachers have good subject knowledge which they use well to plan and deliver learning activities that are well matched to the skills and abilities of their pupils. Occasionally, in mathematics, pupils are not moved on to something more demanding when they have mastered the skill being taught. This limits the progress they can make.
- As a result of a whole-school focus, pupils' spelling, punctuation and grammar has improved. Errors are now identified in most subjects across the curriculum using the school's 'pink to think' policy. This enables pupils to see where they have gone wrong. However, there is no clear strategy in place about how pupils respond to this feedback and this leads to inconsistencies in practice.
- Curriculum topics are interesting and are enjoyed by the pupils; for example, pupils talked excitedly to inspectors about the activities they had undertaken in the 'Tremors' and 'Potions' topics. There are strong literacy links within these topics and pupils enjoy writing for a range of different and interesting purposes. Similar opportunities for pupils to apply their mathematical skills across the curriculum are, however, less well embedded.
- Pupils are regularly assessed to check for any gaps in their learning. Teachers are effective in using this information to ensure pupils at risk of falling behind receive the extra support they need.
- Teaching assistants provide good support for individual pupils with special educational needs and disability and also for small groups of pupils who need extra help. As a result, the majority of these pupils make good progress. The small-group work with disadvantaged pupils is particularly effective in accelerating their progress and helping them to catch up with their peers.
- The teaching of phonics is effective. Younger pupils use their knowledge of letters and the sounds that they make to confidently tackle new and unfamiliar words. Pupils are encouraged to read regularly at home and there is a rich variety of books available to pupils in school. As a result pupils develop a positive attitude to reading and enjoy it.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- Pupils of all ages are proud of their school. This is partly because there are a range of ways in which pupils take on individual responsibility, for example being school councillors and sports coaches. In addition, pupils are regularly consulted on their views about different aspects of school life. As a result, the school's work to promote pupils' personal development and welfare is good.
- Leaders have been successful in creating a calm, purposeful and bright learning environment. The range of attractive displays showcase a wide variety of pupils' learning and help develop a sense of pride and a love of learning.
- Pupils have secure knowledge about different ways to stay safe online because teaching about this forms a regular part of their computing curriculum. They understand what constitutes bullying and controlling behaviour and are taught to make decisions that will keep themselves, and others, safe.
- Pupils have an age-appropriate understanding of the importance of making healthy choices about what

they eat and can explain the effects of exercise on their body. This is the result of effective learning in physical education, science and in personal, social and health education.

- Pupils trust adults to listen if they have a concern and feel that, should a serious problem arise, adults will act quickly and fairly. In their view bullying is a rare occurrence and when it happens it is dealt with seriously. Through the Parent View survey, a small number of parents raised concerns about how effectively the school deals with bullying. Inspectors found no evidence during the inspection to support these concerns.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school. They are thoughtful, polite and friendly. They are keen to talk about their learning and are proud of the things they have achieved.
- The school's behaviour policy, based on the '5 Bees', is consistently used by adults and is effective in maintaining an orderly and purposeful environment that is focused on learning. Pupils are keen to 'move up' the behaviour chart, showing that they have behaved well and tried hard. Pupils are proud when they receive a 'Bees Knees' reward badge for their attitudes and behaviour.
- Pupils move around the school in a sensible and orderly way and most follow adults' instructions quickly. Occasionally some pupils do not stop talking when the teacher asks them to. This is in part because the adult does not reinforce sufficiently high expectations or reiterate their instructions.
- There are helpful procedures in place to support the small number of pupils who display particularly challenging behaviour. Exclusion is used appropriately as a last resort for incidents of a serious nature and other agencies are involved when required.
- The overwhelming majority of parents agree that pupils are expected to behave well.
- Attendance is above average and few pupils are regularly absent from school.

Outcomes for pupils

are good

- The majority of pupils are now making good progress from their starting points in a range of subjects, including English and mathematics. Pupils' work and the school's assessments of progress show a positive trend of improvement. The legacy of pupils' underachievement is being eliminated. School leaders are aware, however, that while progress is positive, there is still some work to be done to ensure that the current Year 5 and 6 pupils reach the levels of achievement expected for their age in writing and mathematics.
- Attainment at the end of key stage 1 has improved steadily over the past three years. At the end of key stage 1, in 2015, pupils' attainment in reading and writing was in line with the national average. A higher proportion of pupils than seen nationally achieved the higher Level 3 grade in reading and writing and significantly more did so in mathematics. This is because teaching is good and the most-able pupils are pushed to achieve their best.
- Children get off to a flying start in Nursery and Reception. Their starting points when they enter the school vary each year, but are carefully measured and checked to ensure progress can be accurately measured. As a result of really effective teaching, pupils make rapid progress from where they start. Outcomes at the end of Reception each year have been improving steadily. For the last two years increasing proportions of pupils have made very rapid progress and have been very well prepared to start Year 1. The most-able pupils are challenged effectively to develop skills and abilities above those typically expected for children their age.
- Early reading development in the school is effective. Pupils in early years and key stage 1 use their knowledge of phonics to read unfamiliar words. The proportion of pupils reaching the expected standards in phonics compares favourably to the national average.
- Disadvantaged pupils are making the same progress and, in some cases, better progress, than their classmates. The wide gaps in their attainment in reading, writing, spelling, grammar and punctuation and mathematics, compared to other year groups in the school, that were evident at the end of Year 6 in 2015 are now closing.
- The majority of pupils who have special educational needs and disability make good progress. This is particularly noticeable in mathematics. This is as a result of extra help and targeted support. Adults who work with these pupils break learning down into manageable steps so that pupils can be successful.
- Throughout the school pupils are increasingly well prepared for the next step of their education. Pupils' positive attitudes to learning support this; they want to work hard and succeed.

Early years provision

is outstanding

- Provision in early years is outstanding because the leader and his team are exceptionally skilled. They relentlessly focus on ensuring that the learning opportunities that are provided meet the needs of the children. Teaching is always good and often outstanding. As a result, children make rapid progress, including those who are disadvantaged, have special educational needs or disability, or speak little English.
- The early years leader knows the strengths and the areas that need further improvement. Assessment of children's abilities is incisive, detailed and accurate. There is clear evidence that his actions have made a significant difference to the rate of children's progress since he took up post.
- Adults have created remarkably well-organised, vibrant and fun spaces, both indoors and outside, in which children can learn and play. Toys and equipment are plentiful, of high quality and capture the interest and imagination of the children.
- The most-able children are challenged to work and think hard. They flourish and blossom in this environment. They have opportunities to investigate numbers up to 50 and are exposed to exciting and ambitious vocabulary through interactions with adults.
- The routines of the classroom and the expectations of the adults are well embedded and are highly effective. Children behave exceedingly well and copy the good manners and polite behaviour modelled by the adults. They are confident to talk to their friends, teachers and visitors. For example, children were very eager to involve the inspector in their survey about minibeasts and engage in extended conversation about their learning. They are proud of the things they create and are keen to share their successes.
- Adults take great care to keep children safe. They have been well trained and are vigilant to the signs that children may be vulnerable to harm. Children feel safe and trust adults. This is evident in the highly positive and warm relationships that exist and in the confidence that children show in and around the school. Parents agree that their children are safe, they feel involved in their children's learning and are overwhelmingly positive about the work of the early years staff.
- Parents are welcomed into the provision as parent helpers, for workshops to support their children's learning and to visit the community café. They are encouraged to contribute to records of pupils' progress through a home/school diary and many parents take up this opportunity.
- As a result of their time in Nursery and Reception, children have gained the confidence, skills and abilities to face the challenges of Year 1.

School details

Unique reference number	104048
Local authority	Solihull
Inspection number	10012390

This inspection 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	233
Appropriate authority	The governing body
Chair	Mark Temple
Headteacher	Teresa Mason
Telephone number	0121 706 3873
Website	http://www.kinetongreen.org.uk
Email address	office@kineton-green.solihull.sch.uk
Date of previous inspection	14 May 2014

Information about this school

- This school is an average-sized, one form entry primary school. The early years consists of a part-time Nursery and a full-time Reception class.
- The proportion of pupils who speak English as an additional language is below the national average. The proportion of pupils from minority ethnic backgrounds is above average. Around 15% of the school population is of Pakistani heritage.
- The proportion of pupils who have special educational needs and disability is below average, as is the proportion who are eligible for pupil premium funding. The pupil premium funding is additional funding provided by the government for pupils who are known to be eligible for free school meals and children looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in lessons in all classes except Year 6. Some of these observations were conducted jointly with the headteacher.
- Both inspectors talked to pupils about their learning and their attitudes to, and opinions about, school. They observed pupils at playtimes and lunchtimes and as they moved around the school. One inspector heard pupils from Year 2 and Year 5 read and talked to them about the books they enjoy.
- Inspectors scrutinised pupils' workbooks from all year groups and paid additional attention to those from Year 6. A wide range of documents were also scrutinised including information relating to attendance, behaviour, safeguarding, pupils' progress and the checks made on the quality of teaching.
- Meetings were held with the headteacher, deputy headteacher, early years leader and other staff with specific leadership responsibilities.
- Discussions were held with a group of governors including the chair of governors. A telephone discussion was held with a representative from the local authority.
- Inspectors evaluated 64 responses to Ofsted's online questionnaire, Parent View, and spoke with parents at the beginning and the end of the school day.
- Inspectors took account of three responses received to the inspection questionnaire and a letter from a governor.

Inspection team

Rachel Howie, lead inspector

Her Majesty's Inspector

Martin Spoor

Ofsted Inspector

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