

Inspection of a good school: Kimpton, Thrupton and Fyfield Church of England Primary School

Thrupton Hill, Kimpton, Andover, Hampshire SP11 8NT

Inspection dates:

2 and 3 February 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

This is a kind and caring school and pupils enjoy coming here. The atmosphere in the school reflects the federation's values of 'faith, hope and love'. Pupils feel safe and trust adults in school to look after them. Leaders and teachers know every pupil well. Many pupils describe the school as 'like one big family'.

Pupils learn more in mathematics than they do in their other subjects. This is because some lessons do not build on what pupils already know effectively. Sometimes teachers do not pick up on the points that pupils have misunderstood, and address them before moving on. This is also the case in reading, where pupils who struggle are not helped to catch up quickly enough.

Staff have high expectations of how pupils should behave at school. If pupils get distracted or lose focus, teachers address this quickly and effectively. Pupils say that there is very little bullying at the school. When it does occur, leaders take effective action to resolve issues.

What does the school do well and what does it need to do better?

Leaders have begun work to develop a broad and ambitious curriculum, starting from the early years. However, they recognise that this work is currently at a very early stage. Careful thought has been given to the principles that underpin the curriculum, but not enough to precisely what pupils will learn and when.

Leaders' development of the curriculum is furthest ahead in mathematics, where they have ensured learning is broad and well sequenced. This begins right from the early

years, where children quickly develop confidence in the subject. Teachers are experts in delivering mathematics because they have had high-quality training. They use their expertise to identify and correct pupils' misconceptions quickly. This approach means that pupils are well supported when needed, and challenged when ready. Pupils, including those with special educational needs and/or disabilities (SEND), are confident in talking about their learning in mathematics. They can explain the methods they've been taught and how to apply them.

Less focus has been placed on developing the curriculum in other subjects. Leaders' plans are largely theoretical, and do not provide enough structure for teachers. As a result, learning in some subjects is too repetitive. There is not a clear enough progression in what pupils are taught from year to year.

Leaders have recently introduced a new phonics programme. This is not working well enough, including in the early years. The way new sounds are introduced to pupils is sometimes confusing. Learning is sometimes too challenging for pupils, and teachers often move on too quickly. Support for weaker readers, including some with SEND, is not as effective as it should be. This is because resources, including reading books, are not always chosen as carefully as they should be. Teachers encourage pupils to read for pleasure. Pupils enjoy the books their teachers share with them, particularly in key stage 2.

Pupils learn about equality and the importance of being kind and fair to everyone. This is evident in the way they treat one another. Pupils work collaboratively with each other in lessons. They are taught to debate with each other as part of their learning, and to reach compromises. They are trained to use a range of practical strategies to care for their mental health and find these beneficial. Although the school provides some extra-curricular activities, pupils would benefit from a wider range of opportunities to develop their individual talents.

Governors and leaders are considerate of staff well-being. They have created a caring culture in their school, where staff work collaboratively and support each other. Leaders have considered ways to work more efficiently by drawing on expertise across both federated schools. Although governors have challenged leaders on the development of the curriculum, they have not ensured that improvements are implemented quickly and effectively enough.

Safeguarding

The arrangements for safeguarding are effective.

There is an effective culture of safeguarding at the school. Staff are trained regularly. They understand the importance of reporting their concerns, even if they seem minor. This enables leaders to be proactive in providing support to pupils and families who need it.

Children learn about how to keep themselves safe as part of their personal, social and health education (PSHE). They are knowledgeable about e-safety and healthy relationships.

Governors understand their responsibilities in relation to safeguarding. Pre-employment checks are conducted on all new staff and records kept up to date. The school should review its safeguarding policies to ensure that they are clear and consistent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to teaching phonics is not being delivered effectively. Teaching activities, resources and reading materials are frequently not matched to pupils' ability. This is having an impact on all pupils, but particularly those who are struggling with reading or those with SEND. These pupils need more-effective support in order to catch up with their peers. Leaders need to provide high-quality training on the teaching of early reading and make sure that all staff involved have the required expertise. This will help to ensure that pupils learn to read quickly.
- In most subjects, the curriculum is not coherent and well sequenced. Leaders have plans to develop the curriculum, but they need to act more quickly. They must make it clear what they want pupils to know in each year group. This will help to ensure that pupils' learning builds on what they already know so that they are ready for the next stage of their education.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116375
Local authority	Hampshire
Inspection number	10200298
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair of governing body	Deborah Henrys
Headteacher	Ian Hickman (Executive Headteacher)
Website	http://www.skylarkfederation.com
Date of previous inspection	1 – 2 November 2016, under section 5 of the Education Act 2005

Information about this school

- This school joined another locally to form the Skylark Federation in July 2020. The schools share a governing body and executive headteacher.
- The school is a voluntary aided Church of England faith school. Its most recent section 48 inspection, in March 2018, graded the school as Outstanding.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector met with leaders and teachers, visited lessons, met with pupils and looked at samples of their work.
- The inspector met with leaders to discuss safeguarding, looked at records and policies, and talked to staff about this aspect of the school's work.

- The inspector met with pupils, parents and staff about their views of the school as well as taking into account their responses to Ofsted's questionnaires.
- The inspector looked at a wide range of documentation, including minutes from governor meetings, curriculum overviews and leaders' plans for the school's development.

Inspection team

Chris Ellison, lead inspector

Her Majesty's Inspector

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