

Inspection of Keinton Mandeville Primary School

Chistles Lane, Keinton Mandeville, Somerton, Somerset TA11 6ES

Inspection dates: 13 and 14 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils love to attend this vibrant and happy school. There is a strong sense of community. Pupils like feeling part of the Keinton Mandeville family. They reflect the school's values in all that they do. Parents are overwhelmingly positive about the school.

Pupils' behaviour is impeccable. Staff have high expectations and effective systems, built on mutual trust, for pupils to learn how to be curious and playful but also caring and responsible. Pupils look after each other. This highly inclusive school ensures that all pupils feel cherished. Pupils quickly learn to become independent, including from the earliest stages in the Reception Year.

Pupils feel safe. They say that bullying is not likely to happen. However, they have confidence that any issues would be resolved quickly. Pupils consistently participate well in lessons. They are keen to share ideas. All pupils join in and are encouraged to 'have a go', as part of a kind and caring ethos.

Pupils learn well through a strong curriculum. This mostly prepares them well for the next stage of their education. However, a few subjects are still being developed. In these cases, pupils do learn as much as possible in readiness for the next stage of their education.

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

Leaders, including governors, are ambitious for pupils. They are determined to get pupils off to a strong start in education. The headteacher, together with other senior leaders, has established a dedicated team. Senior and middle leaders work effectively with governors. As a result, there is accurate evaluation of the school's strengths and areas to develop further. Leaders make the right decisions to improve the school. Staff feel well supported. Their workload is well considered. Leaders are described as approachable and caring.

During and since the pandemic, leaders have continued to adapt the curriculum in response to the pupils' needs. This is working well. There is an established framework to help teachers implement the curriculum well. As a result, teachers are confident in knowing what they are expected to teach, and how. Essential knowledge is set out clearly with ambitious milestones in every subject. Recent work to improve some subjects, such as history and science, is impressive. Pupils have strong knowledge and deepen this through high-quality learning sequences and activities. However, a few subjects are not yet at this stage. This means pupils are not yet benefiting from having the most complete body of knowledge in all subjects, in readiness for their next steps. Leaders have appropriate plans in place to tackle these remaining areas, including mathematics.

Reading is at the heart of the curriculum. Pupils have a love of books. This starts in the Reception Year, where the importance of early communication and language

development is understood well. Leaders have ensured that a phonics programme is taught daily. This follows an appropriately ambitious sequence of learning to introduce pupils to the letters and sounds they need to learn. However, there is not a consistent approach to checking what pupils know. Teachers do not always use the most timely or accurate assessments to identify the next steps for pupils, particularly those who need to catch up. Consequently, some pupils who find reading difficult do not gain ground as well as they might.

Leaders are ambitious for all pupils. They ensure that there are effective processes and systems to support pupils with special educational needs and/or disabilities (SEND), including those with an education, health and care plan. All pupils are included and encouraged. Individual plans appropriately identify pupils' needs. As a result, pupils with SEND achieve well socially, emotionally and academically.

Leaders ensure that pupils are tolerant, kind and caring. They have high regard for promoting equality and acceptance throughout the school. Pupils understand the importance of being proactive members of the school community. For example, they like to be play leaders or part of the school council. They undertake such positions of authority with pride and understanding. Pupils develop a strong sense of right and wrong. They understand fundamental British values, such as democracy, and how these shape our lives.

Safeguarding

The arrangements for safeguarding are effective.

There are strong systems to protect pupils. These include the appropriate staff recruitment checks and child protection training. Staff are vigilant and curious. They know what they must do and use agreed systems to raise any concerns promptly when necessary. Leaders are tenacious in working with external agencies to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is mostly ambitious and coherent for pupils. However, there are a few remaining subjects that are not as strong as they could be. Leaders must ensure that every subject promotes the same high-quality learning so that pupils gain the full range of knowledge needed for the next stage of their education.
- The school has a systematic synthetic phonics programme in place. However, teachers' assessments are not always as precise as they could be. As a result, some pupils who find reading difficult do not always catch up as quickly as possible. Leaders must ensure that teachers consistently use timely and accurate assessment information to support pupils' early reading.

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	123650
Local authority	Somerset
Inspection number	10227984
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair of governing body	Pam Brown
Headteacher	Andrew Shakesby
Website	www.keintonmandevilleschool.co.uk
Date of previous inspection	17 November 2020, under section 8 of the Education Act 2005

Information about this school

- This primary school is located in Keinton Mandeville, Somerset.
- The school works with a small group of schools in the area as part of The Ansford Learning Partnership.
- The school currently has mixed-age classes, including a Reception/Year 1 class. This arrangement is due to change for the new academic year in 2022/23.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also

looked at individual plans for pupils with SEND to see how these are being implemented.

- Inspectors also looked at personal, social and health education and science on the second day. They spoke with leaders and pupils, and visited some lessons, in these subjects.
- An inspector looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. The lead inspector met with the designated safeguarding lead to evaluate the school's safeguarding procedures.
- An inspector also met with the special educational needs coordinator to help evaluate SEND provision and practice in the school.
- Inspectors spoke with a range of staff and met with groups of pupils to find out what it is like to be a pupil, or to work, in this school.
- The lead inspector met with a group of governors, including the co-chair of the governing body.
- The lead inspector reviewed key documentation, including the school's self-evaluation form and action plans, governors' minutes and leaders' monitoring records. The lead inspector also held a telephone conversation with the school's improvement adviser.
- The lead inspector checked all survey responses, including those from pupils, staff and parents. This included taking the 40 responses to Ofsted's free-text service into account.

Inspection team

Stewart Gale, lead inspector

Her Majesty's Inspector

Hilary Goddard

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022