

Inspection of a good school: Kilmersdon Church of England Primary School

School Lane, Kilmersdon, Radstock, Somerset BA3 5TE

Inspection dates:

21 and 22 February 2023

Outcome

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

What is it like to attend this school?

This is a school that welcomes everyone. Parents and carers say it is a 'welcoming and caring school'. There is a strong sense of community. Pupils, parents and staff are proud of the school and embody its values of 'belong, believe, succeed'. The school community is wholly inclusive. For example, pupils play wheelchair basketball.

Staff want the best for pupils. Teachers work hard to help pupils flourish. However, pupils do not learn as well as they should in some subjects. This is because the curriculum has not been well planned. Leaders' work to improve this has not been quick enough.

Pupils show kindness towards each other. They behave well most of the time. Staff support pupils to learn how to behave well. Leaders take action to enforce this if necessary. As a result, pupils understand the expectations of leaders.

Pupils enjoy attending a range of school clubs. These include sports, singing and country dancing. Leaders arrange partnerships with other local schools to provide opportunities. Some pupils and parents say they would like more clubs and experiences.

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

Leaders are keen for pupils to develop a love of reading. Leaders have bought new books for the library. They run competitions to encourage pupils to read more. Yet, whole-class reading is not consistent across the school. In some classes, pupils get more opportunities to read than in others.

Leaders have recently improved the teaching of phonics. This was not rigorous enough. As a result, some older pupils have gaps in their phonic knowledge. Leaders make sure staff have up-to-date training to teach the reading programme. Pupils spend more time

learning letters and sounds. As a result, the youngest children are now making good progress through the curriculum for reading.

In mathematics, leaders have identified what pupils will learn and when. This is clear for teachers. They can see how each topic links to previous learning. Teachers use this information to plan lessons. They use diagrams and equipment to help pupils learn. Teachers check pupils' understanding with quick quizzes. They adjust teaching if needed and so pupils learn well.

However, leaders have not identified this knowledge in some subjects. Therefore, teachers find it harder to plan and know what pupils need to learn in these subjects. Assessment is not used to identify gaps in pupils' knowledge. Leaders are working on addressing this. They have bought new resources to help. This work has not been quick enough.

Some subject leaders lack the knowledge and understanding to improve pupils' learning in their subject effectively. Senior leaders have not provided guidance and support to enable subject leaders to do this well.

The school is inclusive, and welcomes all into its community. Leaders provide clear guidance to teachers to promote this. Leaders assess pupils' needs and identify appropriate next steps. Teachers work hard to adapt their teaching where needed. Pupils, including those with special educational needs and/or disabilities, are well supported at the school.

Pupils behave well. They enjoy coming to school and are keen to learn. Some pupils find it hard to control their emotions. Well-trained staff provide support for these pupils. This helps pupils learn how to behave well. Leaders take action quickly to manage behaviour when they need to.

The school promotes pupils' spiritual development well and works with other partners to develop pupils' understanding of social, moral and cultural issues. Through personal, social and health education lessons, pupils learn about keeping safe.

Governors are very committed to the school. They hold leaders to account well with regard to safeguarding and other areas. However, their monitoring of the development of the curriculum has not been rigorous. They do not have a precise understanding of the quality of education in the school.

Safeguarding

The arrangements for safeguarding are effective.

The school has clear procedures to ensure the safer recruitment of new staff. Leaders and governors check the procedures carefully.

Staff are well trained to identify risks to pupils. They are prompt to report their concerns. Leaders follow these up quickly. Leaders make referrals to external agencies when

necessary. They follow these referrals up rigorously. This means vulnerable pupils get the help they need.

Pupils learn how to keep themselves safe, including when online. Pupils and parents feel confident that they know how to be aware of risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of phonics has not previously been good. Leaders have not addressed this quickly enough. As a result, some older pupils are not able to decode and read fluently. Leaders should ensure they use assessment precisely in order to intervene quickly and help pupils to keep up.
- In some subjects, leaders have not identified the knowledge they want pupils to know and remember over time. This means it is harder for teachers to plan lessons. They do not know the essential knowledge pupils will learn. Leaders need to identify the important knowledge they want pupils to learn and remember.
- Subject leaders do not have the key knowledge and understanding to develop their subjects effectively. As a result, pupils do not learn as well as they should. Senior leaders should support and develop subject leadership.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

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.

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

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| Unique reference number | 123834 |
| Local authority | Somerset |
| Inspection number | 10240744 |
| 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 | 165 |
| Appropriate authority | The governing body |
| Chair of governing body | Keith Reynolds |
| Headteacher | Stephen Bamford |
| Website | www.kilmersdoncevaprisch.co.uk |
| Date of previous inspection | 9 May 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school is a voluntary-aided Church of England primary school. Its most recent Statutory Inspection of Anglican and Methodist Schools took place in November 2017.
- The headteacher joined the school in September 2017, following the previous section 8 inspection in May 2017.
- Leaders do not 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 leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with the headteacher and other leaders. He also met with members of the governing body.

- The inspector met with the designated safeguarding lead to discuss how pupils are kept safe in school. They considered the school's recruitment procedures, staff training and records of concern. The inspector spoke with staff and pupils throughout the inspection.
- The inspector considered responses to the online questionnaire, Ofsted Parent View, including free-text responses. He also spoke with parents at the end of the first day.
- A range of documentation was scrutinised, including the school's self-evaluation document, governors' minutes, local authority monitoring reports and the school's development plan.

Inspection team

Tom Morrison, lead inspector

Ofsted Inspector

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