

Inspection of Kington St Michael Church of England Primary School

The Ridings, Kington St Michael, Chippenham, Wiltshire SN14 6JG

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is a nurturing and happy school, where pupils enjoy learning. Pupils describe it as a welcoming place where everyone is nice to one another. They understand how the school's values help them to have the courage to try new things. The school has high aspirations for what pupils can achieve. Pupils meet these expectations. They work hard and achieve well across the curriculum.

The school has clear expectations for pupils' behaviour. Pupils follow the school rules well. This starts in the early years, where children learn routines quickly, take turns and play well together.

Pupils are polite and courteous. They confidently hold conversations with adults. Staff know the pupils for the individuals they are. Relationships are positive across the school. Pupils trust adults to listen and help them with any worries they may have. They feel safe and cared for because of this.

Pupils enjoy the range of opportunities on offer to them, such as netball club, trips to museums or a residential visit. They take pride in taking on leadership roles, which include school and worship council, play buddies and leading school assemblies. Pupils understand how these roles help them to set a positive example to others.

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

Since the last inspection, there have been several leadership and staffing changes. The new headteacher, together with staff, has brought renewed vigour to key aspects of the school's work. For example, leaders are strengthening the provision for pupils with special educational needs and/or disabilities (SEND). The school has put in place effective systems to promptly identify the needs of these pupils. Working with external agencies, it gives clear guidance to staff about how best to support pupils. As a result, most pupils with SEND progress through the same curriculum as their peers.

The personal development offer for pupils is impressive. Pupils learn about fundamental British values exceptionally well, talking with maturity about the importance of individual liberty and mutual respect. They understand why discrimination is wrong. A rich variety of activities and opportunities help pupils develop their character, such as litter picking in the local community or raising money for a foodbank. Pupils are very well prepared for life beyond school.

The school has designed an ambitious curriculum. Reading is at its heart. Older pupils enjoy listening to stories, such as 'Holes'. They understand how this helps them to learn the importance of following rules. In Reception Year, children develop their language skills by listening to stories and songs. Teachers introduce pupils to new sounds clearly, addressing any gaps that arise before moving on. Most pupils learn and remember new sounds well because of this. If pupils fall behind, they receive the support they need to catch up quickly. As a result, pupils learn to read with fluency and accuracy.

Teachers benefit from the training they receive, which builds their subject expertise. In mathematics, for example, they skilfully explain and model new concepts. This helps pupils build their mathematical understanding. In the early years, children use words such as 'same' or 'more than' when comparing numbers. Older pupils use their prior knowledge of multiplication to solve more complex problems when calculating the volume of shapes.

Pupils learn well in most wider curriculum subjects. In art and design, teachers check on what pupils know and remember. They use this information to adapt learning tasks so that pupils build their knowledge securely. Pupils describe in detail the work of artists such as Frida Kahlo or the techniques they use when sketching. However, in some areas of the curriculum, learning is not adapted well enough to fully support pupils and their individual needs. This means that some pupils do not achieve as well as they could.

Pupils display positive attitudes to their learning. This starts in the early years, where children are eager to share their learning. Pupils behave well during social times and enjoy the range of activities on offer to them. The school provides high-quality pastoral support and care for pupils who struggle to manage their emotions.

The school ensures that pupils' attendance is a priority. It uses a range of approaches to support pupils and families where absence is a concern. As a result, most pupils attend school regularly.

Governors share the school's vision. They use their expertise to provide effective support and challenge to the school. Staff, many of whom are new, are proud to work at the school. They appreciate the school's consideration of their workload and value the time they have to carry out their roles.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, learning is not adapted well enough to meet pupils' needs. Where this is the case, pupils do not build their knowledge as well as they could across the curriculum. The school needs to ensure that learning is suitably adapted so that pupils have the breadth and depth of knowledge they need to achieve highly in all subjects across the curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126332
Local authority	Wiltshire
Inspection number	10344560
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair of governing body	Joanna Merry
Headteacher	Victoria O'Brien
Website	www.ksmschool.co.uk
Dates of previous inspection	13 and 14 November 2014, under section 5 of the Education Act 2005

Information about this school

- There have been changes to senior leadership and staffing since the last inspection. The current headteacher took up their post in September 2024.
- The school is a Church of England school, within the Diocese of Bristol. The last section 48 inspection took place in January 2024.
- There is a before- and after-school club, which the governing body manages.
- The school uses two unregistered alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the curriculum leader, subject leaders and the special educational needs coordinator. They also met with groups of staff and pupils.
- The lead inspector met with members of the governing body, including the chair. They also held a telephone conversation with a representative from the local authority and a representative from the Diocese of Bristol.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- An inspector spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey for parents and carers, Ofsted Parent View. They also took into consideration Ofsted's online surveys for staff and pupils.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Richard Vaughan

Ofsted Inspector

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