



# Kimpton, Thruxton and Fyfield Church of England Voluntary Aided Primary School

## Inspection Report

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Better  
education  
and care

**Unique Reference Number** 116375  
**Local Authority** Hampshire  
**Inspection number** 290519  
**Inspection dates** 30 November –1 December 2006  
**Reporting inspector** Janet Sinclair

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Kimpton
<b>School category</b>	Voluntary aided		Andover
<b>Age range of pupils</b>	4–11		SP11 8NT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01264772297
<b>Number on roll (school)</b>	164	<b>Fax number</b>	01264772992
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Canon Ian Tomlinson
		<b>Headteacher</b>	Mrs Jacqueline Glover
<b>Date of previous school inspection</b>	13 January 2003		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school. The majority of pupils are from White British backgrounds. Approximately one third of pupils have parents in the armed services. This affects mobility, which is above average. The children's attainment when they start school is wide ranging but average overall. There are fewer pupils with learning difficulties than usual. Since the last inspection there has been a change of headteacher and several changes of staff. Many new systems have been put in place. The school is now settling down with a stable staff in place. Numbers are increasing as the school's standing in the community has risen.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Kimpton, Thrupton and Fyfield is a satisfactory and improving school. Most parents believe it is a very friendly school where children are well cared for. As one parent said, 'my son likes coming to school and hasn't once said he doesn't want to come'.

Pupils attend regularly, enjoy school and make good progress in their personal and social skills. Pupils achieve average standards and skills in English and mathematics and above average standards in science.

Teaching is satisfactory overall with consistently good teaching in Year 6. Lessons are well planned and organised and pupils have good attitudes to their work and behave well. However, in some lessons observed introductions are overlong and the teaching does not provide enough opportunities for pupils to learn independently, which results in a slower pace of learning. The pupils' work is marked so that they know how well they have done but the teachers' comments do not always focus sufficiently on how they could improve.

The curriculum is satisfactory. It is planned well to ensure progression in pupils' learning. The school has worked hard to increase its relevance to their lives. There is a good range of extra-curricular activities that pupils thoroughly enjoy.

Care, guidance and support are good. Pupils' health and safety are promoted well. Pupils are confident that there are many adults they can turn to for help and support. They feel happy and behave well because the school has improved the systems to track their academic and personal development and so more securely meets their needs. Year 6 pupils say, 'we enjoy school because it has improved over the last few years. There are now good opportunities for us to take on responsibility and behaviour is much better'.

Leadership and management are satisfactory overall. The leadership of the headteacher is good. She has successfully built a new staff team who are working together well to improve provision across the school. She has put many new systems in place in order to improve the effectiveness of the school and raise standards. Many subject leaders are new to their role and have made a good start to addressing the weaknesses in their subjects, however, they are not yet fully effective.

Inspection evidence shows that after a very difficult time the school is settling down with a good team in place and clear strategies to bring about improvement some of which, such as in science, are already bearing fruit. This shows the school's determination and good capacity to improve further.

### What the school should do to improve further

- Lift the quality of teaching and learning in order to accelerate pupils' rate of progress.
- Develop the role of subject leaders so that they have more influence over the quality of teaching and learning in their areas of responsibility.

- Ensure greater consistency in the quality of marking and an increased focus on areas for improvement.

## **Achievement and standards**

### **Grade: 3**

Children start school with average levels of attainment. They make satisfactory progress during their time in the Foundation Stage and most attain the expected levels for their age across the areas of learning by the time they start in Year 1.

Very small cohorts, which include a wide spread of abilities, result in variations in performance in national tests. This is compounded by the high level of pupil mobility. However, standards at the end of Years 2 and 6 are broadly average in English, mathematics and science. In the 2006 national tests there was a good improvement in science resulting in above average standards. This is due to effective teaching in Year 6. Data shows that between Years 2 and 6 pupils make steady progress. The school now analyses data carefully and identifies areas for improvement. For example, weaknesses in punctuation and spelling have been identified and form the focus for pupils' targets. The school is making good use of drama to stimulate pupils' writing and work in their books shows that they are writing more as a result and the quality is better. Good use of the new computer suite is helping to raise standards in information and communication technology (ICT). For example, pupils in Year 6 can produce multimedia presentations. Pupils with learning difficulties and disabilities receive well focused support and make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

The quality of relationships is good and pupils feel safe in school. They have few concerns about bullying and are confident that the school deals with any incidents quickly and effectively. The school council reflects the pupils' strong sense of responsibility for each other. They have already improved the range of playground equipment, act as playground buddies and monitor the quality of school snacks. Pupils behave well, enjoy lessons and have sensible attitudes to their work. Attendance is good and this is further evidence that pupils enjoy coming to school. Pupils greatly value having extra responsibility and they enjoy helping others. For example, they willingly and diligently take on a range of responsibilities which supports the smooth running of the school by acting as prefects to help and support the younger children at playtimes. Their understanding of how to live healthy lives is good, and they benefit from the good opportunities provided by the school for exercise and sport. Pupils' spiritual, moral, social and cultural development is good. They raise money for charities such as Christian Aid and are actively involved in setting their own class rules. Pupils acquire appropriate literacy, numeracy and ICT skills that equip them satisfactorily for later life and learning.

## Quality of provision

### Teaching and learning

#### Grade: 3

Lessons are well planned and organised ensuring pupils make satisfactory gains in their learning. Teachers have good relationships with pupils so that they behave well and have good attitudes to their work. However, there are issues; the pace of lessons is sometimes slow and questioning does not sufficiently extend pupils to ensure good progress in their learning. Good teaching in Year 6 is enabling those pupils to make good progress. For example, in a good literacy lesson, pupils were fully involved in improving their learning and the teacher made constant reference to their targets. Pupils acted well as critical friends to each other in order to help improve their work. Teaching in the Foundation Stage is soundly focused on providing opportunities for children to find out for themselves through imaginative or creative play but activities and questioning are not always used well enough to extend their thinking or develop their ideas. Marking of work is supportive. Pupils say it helps them to know how well they have done. However, it does not always tell them what they need to do to improve or ensure improvements are carried out as a result.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. The school has worked hard to plan a relevant curriculum including cross-curricular links and opportunities for French and swimming. The good links with the secondary school enable pupils to use their resources, for example, to extend learning in mathematics and ICT. Currently literacy and numeracy skills are developed satisfactorily and the school is putting new initiatives in place in order to improve these. A good range of visits and visitors to the school enriches pupils' learning, for example, the Year 6 visit to the Houses of Parliament. Pupils learn to lead healthy lives and to stay safe through a good programme for personal, social and health education. Good programmes to support pupils with learning difficulties have been incorporated well and ensure they make satisfactory progress. The school provides a good variety of extra-curricular activities. Younger pupils particularly enjoy skateboarding, origami and computer club. Older pupils enjoy competitive games such as cross-country and netball. They like the kudos of winning.

### Care, guidance and support

#### Grade: 2

Pupils say this is a happy school where they are valued and their achievements are widely celebrated. This has a positive effect on raising their self-esteem, pride and confidence as learners. While there are a few parents who have concerns about security and supervision at lunchtime, most of them feel their children are safe and well cared for. Systems to ensure pupils' health and safety are reviewed regularly by the school, governors and local education authority health and safety officer. Child protection

procedures are robust and widely understood. As a result, pupils feel safe and secure. Their academic performance is carefully monitored so that pupils not making enough progress can be quickly identified and given additional support. Pupils are clear about their targets and what they need to do to meet them. Support given to pupils with learning difficulties helps to meet their needs.

## **Leadership and management**

### **Grade: 3**

The headteacher, whose leadership is good, has quickly gained a thorough understanding of the strengths and weaknesses of the school. She has taken effective action to bring about improvement. For instance, successful initiatives include effective tracking of pupils' progress, raising achievement in science, and building a new staff team. Self evaluation is being used successfully to write the school development plan. This is a comprehensive document that sets out the correct priorities for improvement and provides a useful framework for action and review. Teaching and learning are monitored regularly and improvements are pursued through performance management. The school is developing the role of subject managers. They have made a good start and are keen and enthusiastic to raise standards. However, they recognise that they do not yet have sufficient influence over the quality of teaching and learning in their subjects. Governors are keen for the school to do well and hold the school to account for its work.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and helpful when we visited your school. We both enjoyed talking to you and appreciated your help with the inspection.

We found your school to be satisfactory and getting better. We liked the way that you are given responsibility through your work as school councillors and prefects and how you use these opportunities well to improve the school for everyone. We could see that you enjoy school and are given a lot of help by your teachers. The school's curriculum and the way you are taught gives you a sound education and your headteacher is working hard to make sure that the school keeps improving. We were pleased to see that you were doing so well at cross country and netball and that you were rightly proud of your achievements. Your personal development is good. You are well cared for by everyone in the school and are given clear targets to help you improve your work. You are right when you say the school is getting better but could improve even further.

We have asked your school to make teaching better by asking you questions that will help you to understand ideas. Also, to give you more opportunities to work on your own so that you can test ideas out and find things out for yourself. We know when your teachers mark your work they tell you what you do well, they also need to tell you what you can improve and give you time to do it. Teachers who manage the subjects are keen to improve what you learn and now they need time to do so.

Mrs SinclairLead inspector