

Kingham Primary School

Inspection report

Unique Reference Number	123003
Local Authority	Oxfordshire
Inspection number	314452
Inspection dates	28–29 February 2008
Reporting inspector	John Earish

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	198
Appropriate authority	The governing body
Chair	Mr Mike Cahill
Headteacher	Mr Ed Read
Date of previous school inspection	5 July 2004
School address	Kingham Chipping Norton OX7 6YD
Telephone number	01608 658366
Fax number	01608 658366

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves the rural village of Kingham near Chipping Norton. Pupils come from a variety of social backgrounds and are almost all of White British heritage. The number of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties is below that found nationally. The school has received the Healthy School Award and Sport England Active mark. It is also a Football Association Charter School and has Eco status. The school is lead by a new headteacher, in post for less than a week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well and attain standards that are significantly above average overall. They enjoy coming to school, say their work is interesting and challenging and that teachers help them to succeed. The overwhelming majority of parents believe their children make good progress and are impressed by the quality of the teaching and learning.

Good provision in the Foundation Stage helps young children settle quickly and effortlessly into school life. This provides a very good preparation for their future life and learning in school. Standards overall are significantly above average at age 7 and 11 years and have been for a number of years. Pupils achieve well because the quality of teaching is good. Teachers make good use of assessment information to match work to individual pupil's needs and to set targets to help them to improve. This is particularly effective for those identified as higher attainers.

The curriculum is of good quality and enriched through a very good range of out of class activities. Across the school, activities are usually challenging and exciting, which motivates pupils to engage willingly in lessons, concentrate well and produce a good amount of work. Teachers are linking subjects so that pupils can see how the different aspects of their learning fit together.

Pupils' personal development is good. They thoroughly enjoy coming to school and excitedly participate in all activities. They treat each other with respect, behave well and genuinely want to learn. Attendance is excellent and is further evidence of pupils' enjoyment. Pupils are well cared for and feel secure and happy. Marking and target setting help pupils understand exactly what they need to do to improve and is exceptionally well developed for the older children, with many opportunities for self-assessment. However, this is not yet as effective in all classes and consequently some pupils have less guidance on how to improve.

Leadership and management are good. All adults are working hard to secure further improvements to this good school so that it can be outstanding in every way. A review of the systems for monitoring the school's performance and communicating this to others is under consideration. This will enable leaders to broaden their overview of provision within their areas of responsibility, so they can quickly identify any underachievement and accelerate further the rate at which pupils make progress. Governors are very much part of school life and discharge their responsibilities well. The school has continued to improve since the last inspection and the drive and enthusiasm of school leaders ensure that it has good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good overall. Children typically start school with skills and abilities that are above those normally expected of four year olds. They make good progress in the Foundation Stage because teaching is good, and most children exceed the goals expected of them by the time they move into Year 1. The quality of planning in the Foundation Stage, previously a weakness, is now good. Tracking procedures are used well to plan challenging and enjoyable activities to boost children's rate of progress. Self-assessment is helping to raise children's awareness of what they can do and achieve. A new Foundation Stage unit is about to open and this will enable the school to make more effective use of the outdoor environment to extend all six

areas of learning, which is currently restricted during building work. Children socialise well with each other and their behaviour is good.

What the school should do to improve further

- Ensure that marking, the use of targets and self-assessment consistently provides guidance for all pupils on how to improve their work.
- Review monitoring procedures and systems of communication to ensure all leaders have a clear overview of provision within their areas of responsibilities.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress throughout the school. The standards reached by the age of eleven are significantly above average overall and have been for a number of years. Higher attaining pupils do well and, in 2007, more than half reached the higher level 5 in English, mathematics and science. Standards at the age of seven are also significantly above average in reading, writing and mathematics. Again, more than half of the pupils reached the higher level 3 in all three subjects. Pupils who struggle, particularly with reading and writing, make good progress as a result of the good support they receive.

Personal development and well-being

Grade: 2

Pupils' good spiritual, moral and social development underpins all aspects of school life. The Comenius Project develops the pupil's knowledge and understanding of European cultures well, but they have less awareness of non-western cultures.

Pupils have an excellent understanding of the importance of healthy lifestyles. This has been recognized through the 'Healthy School' accreditation and the 'Sport England Activemark' award. Pupils also show a good awareness of personal safety and the well-being of others. A few parents have expressed concerns about specific instances of unacceptable behaviour, but inspectors found that pupils behaved well during lessons and on the playground.

Pupils attend extremely regularly and make useful contributions to the day-to-day running of the school by sensibly undertaking responsible jobs and organizing the school council. They also show a responsibility towards the wider community, for example, by raising money to landscape the new village car park with bulbs, plants and shrubs.

Pupils really enjoy learning, are able to organize their work independently, and have very good levels of competence in basic skills. This is good preparation for future life and learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. They use questioning skills well to discover the full extent of pupils' understanding. They use pupils' responses successfully to consolidate previous learning, clarify new ideas and to move pupils on to more challenging work. For example, Year 4 pupils were encouraged to explain to their friends the methods they used to solve a mathematical problem. Fired with enthusiasm, they went on to

see if they could find different methods of performing the same calculation. Pupils really enjoy working in this way because it is challenging and they are able to work independently at their own level. However, this is not yet constant across all classes and some teachers do not always give them sufficient opportunities to work in this way or be responsible for their own learning.

Curriculum and other activities

Grade: 2

Throughout the school, provision for the development of basic skills is good and ensures that pupils achieve well. The extensive range of enrichment activities allows pupils to develop their talents and interests on a range of fronts, and makes a considerable contribution to their personal development. Additionally, there are good links with other schools, providing a wide range of musical, dramatic, dance and sporting activities as well as workshops for gifted and talented pupils. The school is developing a thematic approach to planning so that pupils can see how the different aspects of their learning fit together. The school recognises that more work needs to be done on this aspect before it is firmly established.

Care, guidance and support

Grade: 2

The support, care and guidance of pupils are of a good standard and actively promote equality and individuality. Health and safety arrangements and child protection procedures are robust and reviewed regularly. Pupils have confidence in the staff and say that adults will quickly deal with any worries or concerns pupils may have. The quality of academic guidance is good, and is particularly effective for the older pupils who have an exceptionally good understanding of their targets and what they need to improve. One older pupil summed up the views of the others in saying, 'our teachers are really enthusiastic and help you to learn from your mistakes'. However, this is not consistent in all classes. Marking of work usually provides a good guide on how to improve, but is less effective for younger pupils. Consequently, some pupils do not have such a comprehensive understanding of how well they are doing or what they need to improve.

Leadership and management

Grade: 2

The school is undergoing a period of rapid change with the very recent appointment of a new headteacher and the imminent opening of a new purpose built Foundation Stage unit. The management of these changes is effective and there is minimum disruption to the smooth running of the school. Challenging targets are being set to maintain high standards. Moreover, the new headteacher is already investigating ways for leaders to broaden their overview of their areas of responsibility so they can further accelerate pupils' progress across the school and quickly pinpoint any underachievement. He is also exploring new ways of communicating with parents, a significant minority of whom seek improvements in this area of the school's provision. Governors contribute to decisions about the strategic direction of the school and carefully monitor progress towards agreed targets. They are very good at holding the school to account for its performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	2

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

13 March 2008

Dear Pupils

Inspection of Kingham Primary School, Chipping Norton, OX7 6YD

Thank you for being so welcoming and helpful when we came to inspect your school. We were very impressed with your friendliness and your sensible and helpful attitudes towards each other.

Here are some of the other things we liked best about your school.

- You attain standards that are very much better than most other schools and you achieve well.
- You thoroughly enjoy school and are always extremely keen to attend.
- You behave well and get on well with each other.
- You listen very carefully to your teachers and really enjoy learning.
- There are lots of clubs and activities for you to attend. These are proving to be very popular.
- You are extremely knowledgeable about healthy diets and lifestyles.

We think that you have a good education, which prepares you well for the next stage of your learning. All of the adults in your school want it to be even better. To help them to do this we think that there are two things to do next.

- We would like your teachers to have more time to check on how well you are learning in class. This will help them to make your work even better than it is.
- We would also like them to give you even more opportunities to assess for yourselves how well you are doing at meeting your targets, and to explain fully how you can improve your work when marking your books. This is already happening with the older children who say it is making a real difference at helping them to improve. You must promise to help as well by reading the comments teachers write in your books and by listening carefully to their advice.

Yours sincerely,

John Earish

Lead Inspector