

Keevil CofE Primary School

Inspection report

Unique Reference Number	126331
Local Authority	Wiltshire
Inspection number	315498
Inspection date	9 October 2007
Reporting inspector	Peter Clifton

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	94
Appropriate authority	The governing body
Chair	Graham Hilliard
Headteacher	Jackie Chalk
Date of previous school inspection	10 February 2003
School address	Main Street Keevil Trowbridge BA14 6LU
Telephone number	01380 870376
Fax number	01380 870376

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller-than-average school with four classes. Numbers of pupils coming to the school have risen recently because the area from which the school normally accepts pupils has expanded. Extensive new building work is now coming to a close. Pupils come into the school with skills and abilities that vary widely from year to year. Nearly all pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is average. The headteacher took up position approximately one year ago.

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, which is very strongly supported by its parents. Pupils greatly enjoy their time here and attend very regularly. Parents make many positive comments about the school. One typical comment, that summed the school up well, said: 'The school is strongly led, strongly supported, greatly valued by local families and has a wonderful small, close nurturing feel.' Pupils are equally complimentary about the school and say they 'really like the teachers and friendly people'. Care, guidance and support are good. The school's good local reputation is well deserved.

Standards are above average and achievement is good. Provision in Reception is good and children settle very quickly. For the past five years, standards have remained consistently above average. The good progress that pupils make is a result of pupils' very positive attitudes and good teaching. Teachers create a friendly and positive atmosphere for learning and pupils are keen to show what they know and understand. The pupils also help considerably with their own learning. Their enthusiasm often ensures that learning continues at a brisk pace with much interaction between them and the teacher. The pupils work well independently, often helping each other to answer questions. Teaching assistants contribute well to pupils' learning. Teachers mark work regularly but do not always indicate how pupils could improve on what they are doing. In addition, pupils are not always sufficiently involved in assessing their own work and designing targets to help themselves improve. Across the school, the curriculum provides many interesting activities and good opportunities for pupils to develop their speaking and listening skills and, consequently, the pupils express themselves clearly and confidently.

Good leadership from the headteacher and governors has resulted in successful teamwork. A number of potential difficulties have been successfully overcome. The school's recent expansion and extensive building work have been well managed. As a result, any disruption has been kept to a minimum and pupils' learning has not been affected. The headteacher and governors know the overall strengths and weaknesses of the school well. However, monitoring of teaching is not sufficiently systematic to help the school evaluate how well new initiatives are working.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start in Reception because of good teaching. They make good progress and their personal and social skills are above those expected. Children are happy and confident in class. Opportunities for them to make their own choices about learning are well developed. Parents are welcomed into the class in the morning and this helps the pupils to settle well. Clear routines are quickly established and the children show enjoyment in their learning. Teaching draws out the children's understanding about stories and language well. The well-planned curriculum is currently restricted because of limited space for outside play.

What the school should do to improve further

- Ensure marking gives pupils a clear understanding about how they can improve, and involve individuals more in evaluating their own work.
- Improve the monitoring of lessons so that staff can check that the changes they make are working effectively.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. In the Reception Year, clear routines are quickly established and children make good progress from their different starting points. Pupils make good progress in Years 1 and 2, and reach standards that are usually above average. The 2007 results show marked improvement from those in 2006. Pupils' current progress in Years 3 to 6 is good, reflecting the good teaching and curriculum. In 2006, overall standards in Year 6 were significantly above average, with strengths in English and mathematics. The 2007 results indicate a similar picture. Across the school, pupils with learning difficulties and/or disabilities achieve well in relation to their individual learning targets. The recent intake of pupils into the school has been well managed and, as a result, these pupils have quickly settled and are making good progress. Pupils' good academic progress and gains in personal development ensure they are well prepared for their next stage of learning.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils are polite and thoughtful. Their spiritual, moral, social and cultural development is good. They grow in confidence quickly and are very ready to give their views and opinions. In lessons, they listen to the views of others and pay careful attention to the teacher. Pupils are responsive when they see that something needs to be done. They look out for each other and make new pupils joining the school feel welcomed. Overall, their behaviour is good and occasionally it is outstanding. Pupils say the school is a very safe place where any inappropriate behaviour is dealt with quickly. The pupils arrive at school on time, ready to learn. They take a great deal of pride and interest in their work and express much enjoyment in the activities provided.

The pupils demonstrate a good understanding about being fit and healthy. They participate well in the good range of clubs and activities available and say they make healthy choices in what they eat, frequently bringing fruit to eat at break times. Pupils contribute well to the school community. They participate regularly in raising money for charity. The school's new 'green' club is already making pupils more aware of environmental issues. Pupils' understanding about living in a multicultural society is underdeveloped.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned for the needs of different pupils and previous learning is recapped and then extended. For example, in Years 1 and 2 the teacher carefully checked pupils' understanding about the sounds of different groups of letters and then asked the pupils to apply their understanding. Teachers promote good relationships and ensure that the views of individual pupils are valued. Consequently, the pupils are confident and willing to have a go at unknown problems. They respond well to questions, often explaining their thinking clearly. Teachers give some good feedback to pupils in lessons to help them understand how well they are doing. However, marking is inconsistent and does not always identify areas for improvement sufficiently well. Teaching assistants are deployed well in lessons. They teach individual groups

of pupils confidently and are quick to spot when individual pupils need help. They provide very good support to pupils, especially those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The curriculum is well planned. The school has revised topics to take account of the change in organisation of classes resulting from increased numbers. Pupils enjoy creative elements, such as dance, and there are some good examples of pupils being given opportunities to write at length in history. There are good arrangements in place to ensure that physical education is well covered. An emphasis on being active and healthy is strongly promoted and there is a wide range of opportunities for pupils to become involved in additional sporting opportunities. The pupils are strongly encouraged to think about their own and others' feelings and this is helping pupils to be kind and treat others with respect.

The pupils enjoy the large range of after school activities and visits to different places, which are linked to topics. The pupils say, for example, that this gave them a much better idea about what life was like in Victorian times because they experienced it for themselves. Although pupils learn about other cultures, these are not sufficiently well developed systematically through the curriculum.

Care, guidance and support

Grade: 2

Pupils and parents rightly speak very highly of the school's welcoming nature and friendly atmosphere. Arrangements for keeping the pupils safe are robust with all appropriate statutory checks in place. Staff know individual children very well. Pupils feel very safe and say all adults treat them kindly and fairly. There is a good network of adults that pupils can confide in and pupils feel confident that any concerns they may have will be listened to. The school council works well, enabling pupils to take on responsibility and have a clear voice in the school. Older pupils have a good understanding about the level at which they are working. However, guidance to help pupils identify next learning steps is not always given in enough depth and, as a result, they are not as knowledgeable as they should be about what they need to do to improve. The school promotes regular attendance very well.

Leadership and management

Grade: 2

The headteacher, with the very strong support of the governors, leads the school very effectively. She has kept the school working smoothly through a period when there has been much staff turbulence alongside a major building programme taking place. She has ensured that no disruption to pupils' learning has occurred during this phase. Governors carry out their roles very well and are fully informed about, and involved in, all aspects of managing the school efficiently. The school knows its overall strengths and weaknesses well. The headteacher has rightly identified that the monitoring and evaluation of teaching are not yet systematic enough. Senior leaders are not checking, on a sufficiently regular basis, that changes they make are working effectively. The school's development plan accurately identifies where improvements are needed. This, together with the school's record of initiatives to improve learning, demonstrates it has good capacity for further improvement.

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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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
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

10 October 2007

Dear Pupils Inspection of Keevil C of E Primary School, Keevil, BA14 6LU

Thank you for the very warm welcome you gave us to your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. You clearly enjoy school greatly. The valuable information you gave us was a great help. We think your school gives you good care and support and a good education. The curriculum and teaching are good. Overall, you attend very well and are making good progress. Leadership of your school is good.

What we most liked about your school:

- You settle very quickly in Reception.
- There are very strong links with your parents or carers.
- The school ensures that you are safe and secure.
- You are polite and thoughtful towards each other.
- You have very positive attitudes to learning and you behave well.
- Lessons are well planned.
- Teaching assistants are making a good contribution to help you learn.
- The curriculum offers you a wide range of interesting activities.

We have asked your headteacher and others to:

- Improve marking so that you have a clearer understanding about how to improve, and involve you more in evaluating your own work.
- Improve the support given to teachers by looking at lessons more regularly to check on how well changes made are working.

We are sure that, with your hard work and help, your school will continue to improve.

Yours faithfully

Peter Clifton Lead inspector

Annex B

10 October 2007

Dear Pupils

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- Improve the support given to teachers by looking at lessons more regularly to check on how well changes made are working.

We are sure that, with your hard work and help, your school will continue to improve.

Yours faithfully

Peter Clifton
Lead inspector