

Kineton Green Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 104048 |
| Local Authority | Solihull |
| Inspection number | 336224 |
| Inspection dates | 19–20 January 2010 |
| Reporting inspector | Melvyn Hemmings |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 239 |
| Appropriate authority | The governing body |
| Chair | Mrs Isobel Ford |
| Headteacher | Mrs Teresa Mason |
| Date of previous school inspection | 7 September 2006 |
| School address | Kineton Green Road Solihull West Midlands |
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Introduction

This inspection was carried out by three additional inspectors. They spent one third of their time looking at learning and visited 18 lessons or parts of lessons. Inspectors observed 9 teachers and held meetings with governors, staff, groups of pupils and the school improvement partner. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 68 parent and carer questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how successfully the school is working to raise attainment in mathematics, especially for girls
- whether pupils in Years 1 and 2 make sufficient progress
- the way the outdoor areas in the Early Years Foundation Stage are used to promote children's learning
- how effectively the recently formed senior leadership team is driving school improvement.

Information about the school

This average sized school has Early Years Foundation Stage provision in Nursery and Reception classes. The percentage of pupils with special educational needs and/or disabilities, including those with statements of educational need, is below average. The number of pupils from minority ethnic groups is above average, though none are at an early stage of learning English. There is a relatively new senior leadership team. The school has gained a number of awards, including Healthy Schools status and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school is a stimulating and friendly setting in which to learn. The purposeful leadership of the headteacher provides focused educational direction and a clear vision for school improvement. Staff and governors share this vision and a strong team ethos is evident. The senior leadership team has quickly formed a good working relationship and drives the school forward effectively. This is shown in the way they have reversed the steady decline in the standards at the end of Year 2. Training was provided to develop teacher's expertise, pupils' progress was more closely monitored and evaluated and extra support given to pupils not on course to meet their challenging targets. As a result of these actions, pupils in Years 1 and 2 make good progress and standards have risen.

Pupils make good progress throughout the school and by the end of Year 6 attain above average standards in English, mathematics and science. This represents good achievement from their starting points on entering school. Pupils' attainment in mathematics, especially that of girls, has been a relatively weak aspect of performance. Leaders have introduced a range of initiatives to bring about improvement. These include more rigorously evaluating pupils' progress to enable challenging individual targets to be set, ensuring girls are fully involved in all mathematical activities and developing staff expertise in teaching the subject. These actions have proved successful, as evident in the increased confidence of girls in tackling mathematical problems and the improved rates of progress and standards for all pupils. Leaders are not complacent and are keen to build upon pupils' good achievement. They are committed to making learning more personalised by refining teachers' skills in identifying the specific next steps needed to further individual pupil development. In the Early Years Foundation Stage, the use of the outdoor areas does not fully support children's learning.

Pupils behave well and this contributes positively to the progress they make and the harmonious atmosphere evident throughout the school. They have good attitudes to learning and show much enjoyment in their activities. A wide range of enrichment activities adds interest and variety to the curriculum. Community cohesion is actively promoted within school but there is limited engagement with different groups in the local community and beyond. Pupils' contribution to life in the wider community is underdeveloped. The care and well-being of pupils is at the heart of the school's work and this is much appreciated by parents and carers. Pupils say they are looked after well and feel safe and secure in school.

Accurate self-evaluation ensures that leaders and governors have a clear picture and understanding of the school's strengths and weaknesses. Leaders use this information to plan effectively what the school needs to do to improve further and have been

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successful in making and sustaining improvements. Management systems run smoothly and enable the school to continue improving.

What does the school need to do to improve further?

- Build on pupils' good achievement by refining teachers' skills in identifying the specific next steps needed to further pupils' learning, particularly in mathematics.
- Promote community cohesion more effectively by:
 - strengthening engagement with a range of groups in the local community and beyond and the contribution pupils make to them
 - rigorously evaluating the impact of its work in this aspect of provision.
- Develop the use of the outdoor areas for children in the Early Years Foundation Stage to better support children's learning.

Outcomes for individuals and groups of pupils**2**

Pupils are enthusiastic and eager to do well. They are interested in their work and maintain concentration for long periods. They particularly enjoy practical activities, as was evident when pupils in Year 3 were using sketch books to accurately record other pictures in the classroom. Pupils have good writing skills and write with purpose across the curriculum. They enjoy books and read well. Pupils speak confidently in group and class discussions. They have secure mathematical calculation skills and use these effectively in problem-solving activities in real-life situations. They competently use information and communication technology to support their learning in other subjects. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the appropriate extra support they receive.

Pupils know the difference between right and wrong and understand the consequence of their own and others' actions. They engage effectively with those from different ethnic backgrounds and understand they share common values. Pupils make a good contribution to school life by willingly taking on responsibilities, such as being a member of the school council. Their contribution to the local community and beyond is less well developed. The majority of pupils have adopted a healthy lifestyle. They are keen to take action to improve their health and participate regularly in activities that help them do so. Pupils successfully apply their well developed basic skills for a broad range of purposes and are well prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers have high expectations of what pupils can achieve and plan activities carefully to ensure they effectively challenge different ability groups. Teaching ensures that pupils are engaged in their work and little time is lost. Relationships are good and this gives pupils the confidence to give answers, even when unsure if they are correct. They know their contributions will be valued. Teachers manage classrooms well, so they are calm and friendly places in which to learn. Pupils are given opportunity to explore ideas for themselves, and this makes a positive contribution to their development as independent learners. Teaching assistants are effectively deployed to support pupils, especially those with special educational needs and/or disabilities.

The curriculum provides well-organised and imaginative opportunities for learning and a broad range of experiences that contribute well to pupils' well-being and development. A wide range of extra-curricular activities, including sports and music clubs, enrich the curriculum. Good use is made of visitors and visits to extend pupils' skills and widen their horizons. The school's commitment to providing a variety of good quality sporting experiences is reflected in it gaining the Activemark. There are good opportunities for pupils to use skills developed in one subject to support their learning in others. The programme for personal development is good and is shown in pupils' good progress in this aspect of their learning.

Well-organised arrangements for the care of all pupils contribute to their good personal development and well-being and also support their learning. The school provides a safe learning environment for individuals and groups of pupils. Rigorous child protection procedures and risk assessments are in place. Staff are aware of the steps to take if

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they have any concerns about the well-being of a pupil. Clearly targeted support for potentially vulnerable pupils plays an important role in fostering their learning and development. Good links with outside agencies, including the school's educational psychologist, ensure extra support for individual pupils is readily available when needed.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Senior leaders drive the school forward well by ensuring all staff are focused on the key areas for development. They spur the enthusiasm of staff and direct their efforts to good effect. The governing body is influential in guiding the school's strategic development. The school promotes equal opportunity and tackles discrimination well. It has relevant information about different groups of pupils and effectively checks their performance across the curriculum and their contribution to school life. All safeguarding requirements are met and arrangements are regularly reviewed. The school actively promotes community cohesion within the school and pupils from different backgrounds get on with each other noticeably well. However, leaders do not evaluate the school's work rigorously enough in this aspect to enable a clear view of its impact, particularly in the local community and beyond. The school has a good relationship with most groups of parents and carers.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |

| | |
|---|----------|
| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children start school with skill levels that are as expected for their age. Good induction arrangements enable children to quickly settle into everyday routines. Consistently good quality teaching and learning mean they make good progress and achieve well across all areas of learning. Staff work well as a team and relationships between adults and children are good, which has a positive impact on the progress children make. Children are encouraged to make choices for themselves and this makes a good contribution to their development as independent learners. They enjoy their activities and are keen to learn, as was seen when they were excitedly exploring a variety of ice objects in the water tray. Children cooperate well in pairs and small groups, taking turns and sharing fairly. The outdoor areas do not provide stimulating settings in which to learn and play. They are not used effectively to promote children's development across the areas of learning throughout the day. Good leadership has improved the rate of children's progress over the last year by ensuring staff always use assessment information effectively to set tasks that are interesting and matched to their individual abilities. Good quality care places strong emphasis on children's well-being. Parents and carers appreciate the way they are kept fully informed about the progress their child makes.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Most parents and carers who responded to inspection questionnaires were positive about the school's work and the efforts of all staff. Two parent comments were typical of many, 'I am very pleased with the school and how my child's learning and understanding has developed', and 'I am lucky that it is my local school. It provides a warm and friendly place for my children.' A very small minority did not agree that their children were making enough progress, but inspection evidence shows that pupils make good progress throughout the school. A few indicated the school did not meet their child's particular needs. Inspection evidence does not support this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kineton Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 68 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 35 | 51 | 29 | 43 | 4 | 6 | 0 | 0 |
| The school keeps my child safe | 47 | 69 | 21 | 31 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 22 | 32 | 38 | 56 | 5 | 7 | 0 | 0 |
| My child is making enough progress at this school | 22 | 32 | 31 | 46 | 12 | 18 | 0 | 0 |
| The teaching is good at this school | 23 | 34 | 39 | 57 | 3 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 34 | 40 | 59 | 4 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 25 | 37 | 39 | 57 | 3 | 4 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 20 | 29 | 39 | 57 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 20 | 29 | 30 | 44 | 14 | 21 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 22 | 32 | 37 | 54 | 3 | 4 | 1 | 1 |
| The school takes account of my suggestions and concerns | 22 | 32 | 37 | 54 | 3 | 4 | 1 | 1 |
| The school is led and managed effectively | 31 | 46 | 32 | 47 | 4 | 6 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 31 | 46 | 33 | 49 | 3 | 4 | 1 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Kineton Green Primary School, Solihull, B92 7EB

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many interesting things you do. Yours is a good school that helps you make good progress and attain standards that are above average in English, mathematics and science by the time you leave.

What we found out about your school:

- you behave well and this makes a good contribution to the welcoming and happy atmosphere in the school
- you enjoy taking on responsibilities, such as being a member of the school council
- the curriculum meets your learning and personal needs in a stimulating way
- adults look after you well and make sure you are safe, in and around school and on visits
- you are leading healthy lifestyles and have a good understanding of how to stay safe
- the headteacher, staff and governors are working hard to help you do even better.

What we have asked your school to do now:

- build on your good achievement so you can do even better, especially in mathematics
- make better links with the local and wider community
- use the outdoor areas for children in the Nursery and Reception classes more effectively to support their learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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