

Kintbury St Mary's Church of England Primary School

Inspection report

Unique Reference Number	109967
Local Authority	West Berkshire
Inspection number	337410
Inspection dates	22–23 March 2010
Reporting inspector	Susan Vale

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 of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Annette Warren and Louise Harrison
Headteacher	Tina Norton
Date of previous school inspection	8 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons and observed all seven staff teach. They held meetings with members of the governing body, staff and the headteacher. They observed the school's work, and looked at assessments of the progress of individuals and different groups of children, and records of its own observations and monitoring of activities. Inspectors examined the action plan, school self-evaluation, lesson planning, test results and other documentation, along with 64 questionnaires from parents and carers, 19 staff questionnaires and pupil questionnaires.

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

- The effectiveness of provision for pupils with learning difficulties and/or disabilities, and for vulnerable pupils.
- What the school is doing to challenge the more able learners.
- The effectiveness of teaching in order to raise standards.

Information about the school

This smaller than average school serves the village of Kintbury with a few pupils from neighbouring villages. The school admits pupils from a wide range of social backgrounds. Most are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average with their needs ranging from emotional or behavioural issues to specific learning needs. The school is organised into single-age classes with Year 3 and Year 4 mixing together in the afternoons.

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?

3

The school's capacity for sustained improvement

2

Main findings

Kintbury St Mary's is a very happy school where pupils feel valued. Its ethos of friendliness and warmth has continued successfully over a number of years. Good leadership has had a positive impact on the curriculum, which is increasingly creative and effectively meets the learning needs of pupils with learning difficulties and/or disabilities. These pupils receive good provision and consequently achieve well.

The school does have small numbers of pupils in each of the older year groups; as a result this affects overall levels of attainment from year to year. While there have been a few pockets of underachievement in the past, school records show that pupils' achievement is satisfactory overall. However, there are quickly growing pockets of good progress particularly among the youngest and oldest pupils in the school, as a result of improvements to teaching. New systems of tracking and analysing pupils' progress in reading, writing and mathematics on a termly basis have been introduced this year. These are used to ensure that teachers build effectively on the good progress children make in the Early Years Foundation Stage, and target particular groups of pupils who need extra support in their learning. However, this tracking of pupils' progress is still relatively new; consequently a few teachers do not always make enough use of this information to set specific individual targets for pupils in order to raise standards still further, particularly for the more able pupils in mathematics. Teachers have good relationships with their pupils, who really enjoy learning.

Pupils' good spiritual, moral and social development is especially evident in the respectful way they listen in assemblies and contribute to all the extra-curricular activities that the school offers. Cultural development and understanding of different cultures in this country is not as strongly developed and the school has recognised that this is an area for future development. The school has a good capacity to continue developing because teamwork is strong and leaders evaluate the work of the school accurately and with clear insight. This gives them an accurate view of areas needing improvement and they have developed well-focused plans to secure this.

What does the school need to do to improve further?

- Improve standards particularly in mathematics through:
 - raising teachers' expectations of what pupils can achieve, particularly for the more able pupils
 - increasing the pace of some lessons.
- Use assessment information to identify more specific target setting that is unique to

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individual pupils in order to help them to move on in their learning.

- Develop community cohesion and understanding of the diversity of society within the United Kingdom.

Outcomes for individuals and groups of pupils

3

The school's own assessments show that attainment on entry is varied but overall children start with skills broadly as expected for their age. Attainment indicators over the last three years show that by the time they leave school pupils' attainment in all key areas is broadly average, but better in some years than others, showing that overall pupils achieve satisfactorily. Although the incidence of special educational needs and/or disabilities has an impact on overall standards, these pupils make good progress against their individual starting points. Parents of an older pupil in need of more support, wrote to the inspectors saying, 'We are new to the school and have found the special needs learning and support outstanding in this school.'

Pupils show real enthusiasm and interest in their learning. This was seen in an outstanding Year 6 mathematics lesson where pupils were learning about angles. The lesson was made fun and related to real life situations such as playing snooker, which really engaged the pupils, particularly the boys, in their learning. It was also seen in a Year 1 lesson on subtraction where the pupils were very keen to show their new found skills in taking away from both 10 and 20.

Pupils understand about healthy lifestyles and those that have a school lunch enjoy the healthy meals provided. However, some of the packed lunches that children bring to school are not as healthy as the school dinners. Despite some parents' misgivings, behaviour is good, both in lessons, at play and when pupils move around the school. The small size of the school means that all contribute fully to the school community and the wider village community as well. Although pupils' spiritual, moral, social and cultural development is good overall, their cultural development is a weaker aspect, as they have limited awareness of cultural diversity within the United Kingdom.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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

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The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships ensure that pupils work together well. Lessons have clear objectives that are shared with pupils so that they know the purpose of learning and what is expected of them during lessons. Overall teaching is good. Teachers have excellent subject knowledge and make lessons really interesting and as the pupils say, 'fun!' The strongest teaching takes place in the class for the oldest pupils. Here there is a consistently brisk pace to learning, pupils settle to tasks quickly and, whatever their ability, are challenged and moved on in their learning. During the inspection a very few lessons were seen that focused too much on teachers talking and explaining things, and not enough time was left for pupils to try things out for themselves. Teachers do not always have high enough expectations of what more able pupils can achieve. The school is aware of this and there are a number of strategies being introduced to address this. The recent termly analysis and monitoring of progress is already having a positive impact on developing teachers' perceptions of the higher levels that pupils can achieve. Assessment is used well to identify pupils working below age-related expectations, and to focus additional support that enables them to catch up. The support for pupils with particular learning needs is good and well managed, drawing on the support of outside specialists when required, which is why they make better than expected progress. However target setting to help other pupils to achieve more is too generic and not specific enough to raising the individual attainment of pupils. There are plans already in place to address this.

The curriculum provides a strong focus on developing literacy and numeracy skills, and is enhanced through a large number of clubs and extra activities which are appreciated by both pupils and parents alike. Displays show some good standards of artistic work across the school, reflected in the school's silver Artsmark award.

Care, guidance and support are good. The school has a higher than average number of 'looked after' children and evidence shows that the school is a strong, steady and supportive influence in these children's lives. This was endorsed by a parent who commented that the school had been a 'tower of help' for herself and her new family.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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?

The headteacher’s calm yet determined approach ensures that pupils and their welfare are at the centre of all that the school does. Although pupils have consistently reached average standards over a number of years, leaders are not complacent. They are striving to ensure that the school continues to improve, and are working towards supporting the pupils in reaching the higher levels of attainment, particularly in mathematics. The governing body gives good support and it knows the school well. It holds the school to account over outcomes for pupils and is actively involved in planning school improvements.

The school resolutely tackles discrimination. Good equality of opportunity is evident in the way that pupils learn about and embrace pupils with specific disabilities or learning needs into the school. Safeguarding procedures are adhered to well and risk assessments for the safety of the children are regularly and efficiently carried out. The school works closely with the local village community and surrounding villages from which most pupils come. There are equally close links with the church, the parish and other local groups who are involved with and support the school well. Sound provision for community cohesion means that pupils develop as secure and valued members of the school and local community and learn about life in different parts of the world, including links with a school in Ghana. However, there are less developed links for them to learn about other communities elsewhere within the United Kingdom.

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

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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the school with skills and knowledge broadly as expected for their age. Throughout the Early Years Foundation Stage, children enjoy their work and make good progress. By the time they enter Year 1, the majority have exceeded the levels expected for their age. They make particularly good progress in their knowledge and understanding of the world and in the development of their English. Staff work well in partnership with parents and encourage them to support their children's learning at home. A range of adult- and child-initiated activities helps children to develop their confidence and to try out new activities. The outdoor area is used well to promote children's learning. During the inspection great fun was had while they were learning about different types of homes in trying to build a tepee. This resulted in real teamwork and collaboration in solving the problem of how to get the sticks to work correctly in order for the tepee to stand up on its own! The children worked together well and skilled questioning by teaching staff enabled them to make good progress in their learning and understanding of problem solving and thinking skills.

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

The majority of parents are very happy with the education their children receive. A small number felt that their children do not make enough progress. Parents of children with learning difficulties and/or disabilities praised the school highly for their support and understanding and communication. Just over a quarter of parents who returned the questionnaire expressed concern about the behaviour of some children. Inspectors looked very closely at this and saw nothing less than good behaviour in lessons, assemblies and during outdoor activities and at playtimes and lunchtimes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kintbury St Mary's C of E 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	56	24	38	1	2	0	0
The school keeps my child safe	36	56	26	41	0	0	1	2
The school informs me about my child's progress	24	38	40	63	0	0	0	0
My child is making enough progress at this school	23	36	31	48	7	11	0	0
The teaching is good at this school	27	42	32	50	1	2	0	0
The school helps me to support my child's learning	21	33	43	67	0	0	0	0
The school helps my child to have a healthy lifestyle	24	38	37	58	0	5	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)	22	34	39	61	1	2	0	0
The school meets my child's particular needs	18	28	40	63	5	8	0	0
The school deals effectively with unacceptable behaviour	11	17	31	48	18	28	0	0
The school takes account of my suggestions and concerns	20	31	35	55	6	9	0	0
The school is led and managed effectively	24	38	32	50	3	5	0	0
Overall, I am happy with my child's experience at this school	24	38	38	59	2	3	0	0

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.



23 March 2010

Dear Pupils

Inspection of Kintbury St Mary's C of E Primary School, Kintbury RG17 9XN

It was lovely to meet so many of you when I came to visit your school. I enjoyed sharing lunch with Reception and seeing you all in lessons. You do a lot of things well. For example:

- You are taught well and, along with the good support you receive from your teaching assistants, this is helping you to make better progress.
- Pupils with learning difficulties and/or disabilities make good progress and are supported well.
- Your teachers look after you very well.
- The curriculum is interesting and I know some of you told me that your teachers often make it fun.
- I really enjoyed seeing all your good artwork around the school.
- The school is well led and managed by your headteacher and the governing body.

You go to a satisfactory school and therefore there are still some areas that can be improved. I have asked your teachers to help you achieve even more and to reach higher standards, particularly in mathematics and for those of you who are more able. I have also asked that the targets you are set are more specific to your individual needs to help you to move on in your learning. While you are part of a very friendly school, it would be good for you to have the opportunities to learn more about other communities within the United Kingdom which are different from your own.

Yours sincerely

Sue Vale

Lead inspector

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