

Kimpton, Thruxton and Fyfield Church of England Primary School

Inspection report

Unique Reference Number	116375
Local Authority	Hampshire
Inspection number	338807
Inspection dates	9–10 December 2009
Reporting inspector	Diane Wilkinson

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 of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Margaret Rome
Headteacher	Jacqueline Glover
Date of previous school inspection	0 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and pupils; a small number of parents bringing their children to school were also spoken to. They observed the school's work, and looked at analyses of pupils' progress, minutes of governors' meetings, development planning and monitoring, local authority reports, a range of policies and procedures, including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 51 parents, 81 pupils and 12 staff.

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

- the effect of the school's strategies on halting the decline in standards in Years 1 and 2
- how well the school is improving progress in writing
- the extent to which the school ensures that all pupils are able to fulfil their potential
- how successfully the school is working to ensure that pupils are developing an understanding of and respect for different groups in British society.

Information about the school

This small primary school serves several villages, with some pupils coming from a much wider area. Most pupils are of White British heritage and only a very small minority are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average, significantly so in some year groups. The school makes provision for children in the Early Years Foundation Stage in the Reception class. Many of the small minority of pupils who come from military families join or leave at various times throughout the year. The school has been awarded enhanced Healthy School status together with the Sports Mark, Information and Communication Technology Mark and Basic Skills Quality Mark. It also holds an award for financial planning.

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

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Kimpton, Thrupton and Fyfield Church of England Primary is a good school. Pupils and their parents agree, one parent commenting, 'My children have really excelled at this school and are a credit to their teachers.' It has improved well since the last inspection; teaching is consistently good and the curriculum has been adapted effectively to help pupils acquire and use their skills in a range of tasks. A significant strength is the way that information from the excellent assessment and tracking systems is used to enhance pupils' progress. Pupils are set individual targets which are constantly referred to throughout lessons so that they have an excellent understanding of how well they are doing and what they need to do to improve. Even the youngest pupils could confidently tell the inspectors, 'What I need to do now is' The school is continually seeking ways to improve its excellent procedures even further and the new tracking system developed by one of the governors is of exceptionally high quality.

Good teaching is underpinned by very positive relationships between staff and pupils, and a curriculum which ensures that tasks match pupils' interests especially well. This generates very good attitudes to learning, even for those pupils who find this difficult. Staff check pupils' progress very effectively throughout lessons, correcting misconceptions early and moving on pupils who are learning quickly. Those with specific learning, behavioural and language needs are well supported, exceptionally so in small group work, and consequently they achieve as well as their classmates. However, on a few occasions staff underestimate what the higher attainers can achieve, for example in learning letters and sounds in Reception, which limits their achievement. Progress is good. This year it has significantly improved for pupils in Years 1 and 2 who are now progressing well because of good and increasingly outstanding teaching. However, weaker teaching in Year 1 in the past has meant current Year 2 pupils are still making up gaps in their learning, particularly in writing and mathematics. Attainment on entry is generally close to expected levels, although it is lower in some key literacy and numeracy skills. By the time pupils leave in Year 6, their attainment is broadly average. Standards in writing, which are low on entry for many boys, lag behind those in reading. Strategies to address this are already bringing about improvement, but the school is well aware that more needs to be done to raise writing standards further.

The school's caring Christian ethos ensures pupils' welfare is at the heart of all its work. Pupils are confident that they are safe and free from harm and the vast majority of parents agree, one typically writing, 'Kimpton is a wonderful caring school where children enjoy learning and respect each other.' Excellent arrangements help pupils settle in to school or prepare for the next stage of their education especially well. Pupils' personal development is given high priority from the time they enter Reception. As a

result, they quickly become independent and thoughtful of others. Behaviour in and around the school is good. Staff and governors are exceptionally good at helping pupils develop an empathy and respect for others, which pupils easily apply to those they encounter from the different cultural, religious or social groups in this country or from overseas.

The headteacher and deputy have very successfully built a staff team who support monitoring and development well. For example, the literacy coordinator is successfully leading the drive to raise standards in writing, recognising where more needs to be done. Governors support all aspects of the school's work well and use their expertise to especially good effect in enhancing its work, for example in financial planning. Self-evaluation is accurate and good improvement planning is successfully helping the school to address remaining weaknesses. This gives confidence that the school is well placed to improve further.

What does the school need to do to improve further?

- Raise standards for Year 2 pupils in writing and mathematics by:
 - providing further opportunities for pupils to increase their skills in planning and redrafting stories
 - improving their calculation skills and applying these effectively in solving mathematical problems.
- Improve progress in writing through:
 - helping higher-attaining Reception children to develop reading and writing skills more quickly
 - extending activities which engage the interest of younger boys and motivate them to write.

Outcomes for individuals and groups of pupils

2

Pupils achieve well because of the good quality provision for both their academic and personal development. Reception children get off to a good start, with virtually all reaching average levels by the time they move in to Year 1 and doing exceptionally well in their personal and social development. Differences in the proportion of pupils with special needs in each year group and the fact that a significant minority of pupils join or leave throughout the year means progress cannot be judged by comparing year groups. Inspection evidence clearly indicates that pupils progress at a good rate in all classes. Standards by the end of Year 6 have risen since the last inspection and continue to do so, with an increasing proportion of pupils reaching both the expected and higher levels in national tests. For example, pupils' use of calculation skills to solve mathematical problems has improved well. Likewise, they write effectively in a range of different formats, as was seen in a Year 6 pupil's imaginary diary which began, 'Yet again I sit in my basement eating the most disgusting food ever tasted.' This, together with pupils' ability to work well cooperatively and their very good understanding of how they can

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improve their work, prepares them well for the future. Year 2 pupils are successfully making up for the slow progress made last year, clearly evident in their more effective story writing, where, for example, they confidently use terms like 'suddenly' or 'later on' rather than 'and then'. Recognising that there is still some way to go, staff continue to work very hard to raise the rate of progress even further.

Pupils are considerate and respectful of adults and each other, indicating a good moral and social awareness. Although a small minority of pupils expressed some concerns about behaviour, it is mainly good and most pupils work and play well together. They enjoy school and attendance is above average. Pupils report that poor behaviour is dealt with well and they feel safe and secure in school. They are well aware of the importance of healthy eating and regular exercise, enjoying the many sports activities. Pupils' contribution to the school community as school councillors or prefects is good. They appreciate how well staff and governors respond to their views. Opportunities for reflection and links with the church community, especially the 'Godly Play' activities, support pupils' good spiritual development. Visits, for example, by an African musician and local Indian restaurateur, help pupils develop a secure understanding of different cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
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

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

How effective is the provision?

High quality assessment and tracking procedures significantly underpin the increasingly good progress pupils make. Work is exceptionally well marked, and very good monitoring of lesson activities means pupils are constantly encouraged to progress further. Pupil-led learning reviews are exceptionally popular with parents. Staff intervene effectively if progress slows and put in place good programmes to rectify this. Individual programmes for pupils who need specific help are especially effective because of the support of highly skilled teaching assistants. Extra activities help gifted and talented pupils enhance their learning. However, in a small minority of lessons, activities for higher-attaining pupils underestimate what they can achieve. Effective curriculum planning helps pupils develop literacy, numeracy and scientific investigation skills well. Good links between subjects and topics, which capitalise on pupils' interests, enhance learning. For example, Year 6 pupils wrote very effectively about The Beatles' careers and designed interesting record sleeves for the 'Sergeant Pepper' album. Increasingly, teachers begin lessons with activities which motivate and inspire pupils, especially through using the interactive whiteboards. For example, Year 3 pupils sat spellbound as they watched a scene pan round from the interior of the building to reveal the mysterious landscape outside, and could not wait to describe this. Teachers skilfully draw out key points in learning, effectively demonstrating what a successful piece of work should look like, although they sometimes miss opportunities to use pupils' own ideas. Pupils are continually encouraged to reflect on their achievements or sound out their ideas with a partner.

Pupils' safety and welfare is promoted well, especially through the excellent health and safety procedures. Induction and transfer arrangements are outstanding. Staff are constantly vigilant regarding any concerns pupils may have, an aspect which was highly praised by parents from military families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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 and deputy have been extremely successful in building good teamwork amongst staff and governors so that there is a shared vision for what the school should be like and a determination to eradicate any weaker areas that remain. Improvements in the quality of provision are also being achieved through staff's willingness to share good

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ideas and support colleagues to develop skills in subjects where they feel less confident. The common approach to assessment and tracking and the outstanding use of this information to help pupils improve is a major reason why the school promotes equality of opportunity well, especially for those pupils with learning, language or behavioural needs. Consistently good teaching is addressing past weaknesses and has raised the rate of progress, although still more needs to be done to help Year 2 pupils catch up. The school benefits from supportive and enthusiastic governors who willingly use their skills to enhance its work. They are conscientious and well organised and work well with staff in monitoring and development work. Effective arrangements to promote community cohesion help pupils develop a respect for those who have different views, customs or beliefs, both in this country and overseas. Pupils are kept safe and free from harm at all times. Safeguarding policies and procedures are regularly reviewed and monitored although the dates do not always accurately record that this has taken place. Parents are involved well in their children's education through the regular and informative information they receive. The school has a range of productive partnerships which support pupils' well-being and education well. Those with the local church, secondary school and army welfare services are excellent.

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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children quickly settle in, behave very well and enjoy learning, demonstrating confidence and independence in their activities. They get on well together, as when joining lengths of plastic piping and investigating what they can do with the result.

Activities are fun and children thoroughly enjoyed scaring the inspector with the 'spooky figures' they drew. Experienced staff lead and manage the provision well, encouraging effective learning by continually discussing with children what they are doing, prompting them to discover new things. There is a good balance between adult-led and independent activities, with early reading and numeracy skills being promoted well. For example, children enjoyed using small crib figures to re-tell the Nativity story. Those who find writing difficult, especially boys, are motivated by topics such as that on vehicles and children regularly practise their writing skills. However, there are few occasions in the autumn term where children work with an adult on shared writing tasks in order to enhance their progress further. Assessment information is used especially well to help plan the next steps in learning, although staff sometimes miss opportunities to move higher-attaining children on at a faster rate. Good relationships within the classroom contribute effectively to children's security and well-being, with children being well aware of their own safety, competently checking the outside area and reporting to adults if it is safe.

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

A very large majority of parents and carers are happy with the school and agree that their children enjoy being there. Only a small minority made negative comments on the questionnaires, which varied widely except for concerns about behaviour in one year group. In the questionnaire responses and by their comments, the vast majority of parents and carers praise the quality of teaching, the progress their children make and the friendly, approachable nature of the school. They are confident their children are well cared for and army families praise the way in which the school responds to their children's needs. They also feel that children are well prepared for the future and are helped to develop a healthy lifestyle. Parents and carers were least satisfied about the way that the school deals with unacceptable behaviour and responds to their concerns. Behaviour in one class is being supported exceptionally well by a member of staff well qualified in this aspect. Pupils themselves report that unacceptable behaviour is rare and always dealt with appropriately, and inspectors agree. Inspectors find that all concerns are responded to well, including through using information from regular surveys and the school's open-door policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kimpton, Thruxton and Fyfield Church of England 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 inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	63	18	35	0	0	0	0
The school keeps my child safe	28	55	20	39	3	6	0	0
The school informs me about my child's progress	23	45	25	49	3	6	0	0
My child is making enough progress at this school	18	35	27	53	6	12	0	0
The teaching is good at this school	20	39	27	53	3	6	0	0
The school helps me to support my child's learning	21	41	26	51	4	8	0	0
The school helps my child to have a healthy lifestyle	26	51	21	41	3	6	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	43	21	41	3	6	0	0
The school meets my child's particular needs	19	37	26	51	6	12	0	0
The school deals effectively with unacceptable behaviour	16	31	27	53	6	12	1	2
The school takes account of my suggestions and concerns	16	31	28	55	7	14	0	0
The school is led and managed effectively	19	37	26	51	6	12	0	0
Overall, I am happy with my child's experience at this school	25	49	18	35	6	12	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.



11 December 2009

Dear Pupils

Inspection of Kimpton, Thruxton and Fyfield Church of England Primary School, Andover SP11 8NT

Thank you for welcoming us to your school. We think you are very friendly, polite and helpful and very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunch or class time to talk to us. We think your school is good and are delighted that you and your parents agree.

Here are some of the things we found out were good about the school.

- The way that staff assess your work, keep a check on how well you are doing and regularly refer to your targets to help you improve is excellent. You are especially good at checking your targets also.
- You make good progress and standards are rising.
- You are well taught in all classes and staff plan interesting activities that help you to learn well.
- Adults take good care of you and those of you who need extra help are especially well supported.
- Behaviour is good, you work and play well together and are very thoughtful.
- Your headteacher, staff and governors work well together to help your school get even better.

Here are some of the things we have asked the school to improve.

- The staff now in Years 1 and 2 are good at helping the younger pupils to learn new things. We have asked them to keep on working hard at this.
- You have been working very hard with staff to improve your writing and we can see you are doing better. We would like you all to keep on working hard at this so that standards carry on rising.

Yours sincerely

D Wilkinson

Lead Inspector

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