

Kingham Primary School

Inspection report

Unique Reference Number	123003
Local Authority	Oxfordshire
Inspection number	363961
Inspection dates	22–23 September 2010
Reporting inspector	Edward Wheatley

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	201
Appropriate authority	The governing body
Chair	Creighton Muirhead
Headteacher	Ed Read
Date of previous school inspection	28 February 2008
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Introduction

This inspection was carried out by three additional inspectors who observed 13 lessons taught by nine teachers. Inspectors talked to groups of pupils, staff and governors. They observed the school's work, looked at pupils' books, information about their progress and school planning. They looked at 130 parental questionnaires.

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

- How well teaching challenges pupils, especially to improve achievement in mathematics at Key Stage 2.
- The effectiveness of efforts to deal with relative underperformance in communication, language and literacy in the Early Years Foundation Stage.

Information about the school

This is an average sized school. Almost all pupils come from White British backgrounds and there are a very small number who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. These pupils have mainly moderate learning difficulties, and very small numbers have specific or severe learning difficulties, behavioural, emotional and social difficulty, speech, language and communication needs, or autism. The school has a number of awards, including Healthy School accreditation and an Activemark for its work in sport. There is an independently managed pre-school group on the school site.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils' attainment is high, their achievement is excellent and both have improved steadily year on year. All pupils speak, read and write extremely well, although the spelling of a few is sometimes inaccurate. In mathematics relatively lower achievement than in English has been successfully reversed and pupils have considerable skills in all areas of the subject. Pupils with special educational needs and/or disabilities make excellent progress, many coming off their specific programmes of support as their rapid progress ensures they catch up with the performance of other pupils. Children in the Reception class make excellent progress and efforts to raise the relatively poorer literacy skills of a very small number of pupils have been successful. The great majority of parents are pleased with the school. One comment that reflects the feelings of many was, 'I couldn't be happier with my child's development at this school.'

Pupils' behaviour is excellent. Their consideration for other pupils' feelings and their celebration for successes of other pupils in sports and school work are outstanding. The school's emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have an excellent understanding of how to stay fit and healthy. They take on responsibilities with enthusiasm. For example, some pupils look after chickens as part of enterprise work, and school council members represent the views of all pupils effectively. The attendance of almost all pupils is extremely good. Pupils are exceptionally well prepared for the next stage of their education.

Teaching is excellent and pupils love learning. Relationships are exceptionally good and contribute to the effectiveness of learning. The pace of lessons is fast, work is consistently challenging, extremely well matched to pupils' learning needs and based on accurate assessment of pupils' progress. Marking is thorough and tells pupils how well they are doing and how to improve what they have done, although occasionally not drawing attention to inaccurate spelling. Despite very instructive marking, pupils are not always sure of what the next steps in their learning are or how to reach them. The curriculum is excellent and links between subjects stimulate pupils' interest remarkably well. For example, Key Stage 2 work in mathematics involving learning about nautical measurements stimulated pupils' calculating skills. In Key Stage 1 pupils' speaking skills were enhanced by having to identify and explain features in Ordnance Survey maps. Trips, use of the school grounds, and visitors enrich the curriculum effectively. Computers are used extensively to enhance the curriculum and to develop pupils' information and communication technology skills.

The quality of care, guidance and support is outstanding. Links with homes, external agencies and other schools are exceptional. They ensure a smooth transition between

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different stages of education and provide excellent support for pupils and families requiring help, particularly for pupils with special educational needs and/or disabilities. Leadership and management are excellent. The headteacher, others in leadership roles and staff are exceptionally effective in identifying areas for improvement and acting on them successfully and with urgency. The governing body is very supportive and holds the school to account effectively. The school's partnerships with external agencies, schools and businesses to promote pupils' learning and well-being are excellent. It engages parents in pupils' learning extremely effectively. Parents have raised significant funds to provide resources for the school. Efforts to promote community cohesion are good and improving and pupils are rapidly gaining knowledge about and respect for people from different ethnic backgrounds. Pupils' progress is excellent and the capacity for further improvement is outstanding.

What does the school need to do to improve further?

- Improve the accuracy of pupils' spelling.
- Ensure that by July 2011 all pupils know their targets and understand what they need to do to achieve them.

Outcomes for individuals and groups of pupils**1**

The quality of pupils' learning is excellent. Throughout the school pupils rarely make less than good progress and for the great majority, progress is consistently outstanding. Progress in English and mathematics are particularly good because pupils have many opportunities to practise them in other subjects, to work together to try out their ideas and to work independently to develop confidence in their own ability to learn. For example, talking about their ideas for investigations in science develops pupils' ability to explain and write about their understanding and to develop sophisticated sentence structures and widen their vocabulary. Having to quantify elements of their work means that pupils reinforce their mental calculation skills, draw graphs, learn to handle numerical information and become confident with numeracy skills. Pupils with special educational needs and/or disabilities work well independently and rapidly gain literacy and numeracy skills so that they no longer need individual support. The very small number of pupils from minority ethnic groups make excellent progress.

Pupils really enjoy school. They make good contributions to the school and local community. Through the school council, for example, pupils have established a 'buddy bench' where pupils can have a quiet time in the playground, or where they can sit if they have no one to play with, and someone will come to play with them. They raise money for several charities. Pupils' spiritual, moral, social and cultural development is good. In particular social and moral development is excellent. Pupils' awareness of their own culture is excellent, and is improving in relation to the traditions and values of other cultures in Britain and the wider world. A very small number of pupils are persistently absent from school, but this is reducing.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are enthusiastic about learning. Teachers have extremely high expectations and match work closely to pupils' learning needs. Frequent checks on how well pupils learn mean that teachers and teacher assistants provide the right level of support and challenge for pupils where they need help, extra work to extend their learning and to plan next steps in learning. However, sometimes pupils themselves are not aware of what the next steps are, or how they can contribute to their own progress. Questioning is excellent, making pupils explain their understanding and knowledge effectively. For example, searching questions in a science lesson about rusting challenged pupils to identify important factors accurately, and to explain why they were planning their experiments in the way they did.

Organisation of the curriculum is excellent and motivates pupils to want to learn. English and mathematics activities are increasingly integrated into themes and topics which make learning relevant to pupils' needs and interests. Personal, social and health education is outstanding. Pupils learn about how their actions can affect others and to treat other people, whatever their backgrounds, with exceptional respect and

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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consideration. Trips to the local village, regular drama activities, sports activities organised through other schools, and links with local farms significantly enhance the curriculum and pupils' experiences. The range of out-of-school activities is very wide with opportunities for chess, sports, music and creative writing, all of which are well supported by pupils.

The school takes outstanding care of pupils. Liaison with external agencies and families is extensive to ensure that all pupils are effectively cared for and their specific needs met. The school has worked effectively to reduce absence and has extremely good behaviour management strategies that involve pupils taking responsibility for their own and other pupils' behaviour. Support for pupils with special educational needs and/or disabilities is exceptionally good with a purposeful focus on helping pupils to become competent independent learners. Transition arrangements between schools and between classes within the school are excellent.

These are the grades for the quality of provision

The quality of teaching	1
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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is extremely ambitious for the school and this is reflected in the determination of all leaders and staff to raise standards and improve attainment. Identification of areas for improvement is excellent and any perceived weaknesses are acted on immediately. Exceptional classroom practice is shared successfully to support teachers in maintaining high standards of teaching. The governing body plays an important part in promoting the sharing of good practice, and governors' own skills to provide support and challenge are rapidly improving. Governors ensure that safeguarding requirements are met and that the school is safe and secure. The school works extremely effectively to promote equality of opportunity. It ensures all pupils achieve equally well by picking up on relatively minor differences in achievement and dealing with them quickly and effectively. Discrimination of any kind is not tolerated and this is well established in the ethos of the school and how well pupils treat each other. Excellent link with support services, village organisations and other schools contribute very effectively to promoting learning and well-being. Strategies to inform and involve parents are excellent and parents work hard to support the school both through supporting pupils with their work and fund-raising. The school promotes community cohesion effectively. It is working well to improve this through links with schools in different social contexts and with overseas schools in order to provide pupils with a

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wider grasp of different cultures and traditions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

From broadly average starting points children make excellent progress, with almost all reaching or exceeding expectations in all areas of the Early Years Foundation Stage curriculum. Children are independent and confident learners. They speak and make early writing marks extremely well. They play and work together outstandingly well. Provision is excellent and based on excellent assessment of progress and outstanding links with the local nursery and families. Teaching is extremely good. Tasks are challenging and children are encouraged to make their own decisions and express their own ideas. The balance of adult-led and child-initiated activities is very good and excellent curriculum planning means that children have access to the full curriculum both inside and outside. Leaders identify relatively minor underachievement and resolve it quickly. For example, slightly lower performance by a very small number of children in literacy was quickly recognised and strategies put in place to ensure it did not happen again. Leaders are also quick to evaluate how they can maintain and improve the provision for children to anticipate their future needs. For example, they recognise there are refinements they could make to the outdoor provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The great majority of parents and carers who responded to the questionnaire are almost entirely supportive of the school. A small number are not happy with how well they are kept informed about their children's progress. Inspectors found that the school has very effective procedures to report to parents annually on children's progress and to provide formal and informal opportunities for parents to meet teachers at other times. A few parents expressed concern about teasing, rough behaviour and how the school deals with lunchtime supervision. Pupils reported that when issues did arise, the school deals with them extremely quickly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingham 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	68	38	29	3	2	0	0
The school keeps my child safe	91	70	38	29	0	0	0	0
The school informs me about my child's progress	55	42	59	45	6	5	1	1
My child is making enough progress at this school	65	50	55	42	5	4	0	0
The teaching is good at this school	79	61	46	35	1	1	0	0
The school helps me to support my child's learning	64	49	56	43	4	3	0	0
The school helps my child to have a healthy lifestyle	73	56	47	36	4	3	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)	63	48	48	37	5	4	0	0
The school meets my child's particular needs	63	48	56	43	3	2	1	1
The school deals effectively with unacceptable behaviour	55	42	55	42	9	7	0	0
The school takes account of my suggestions and concerns	57	44	53	41	11	8	0	0
The school is led and managed effectively	65	50	48	37	3	2	0	0
Overall, I am happy with my child's experience at this school	84	65	42	32	2	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



25 September 2010

Dear Pupils

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

Thank you for making us so welcome when we visited your school. You told us a lot about your school and what you think of it. You are at an excellent school, and here are some of the really good things we found during our visit:

- You make outstanding progress from Reception through to Year 6.
- Teaching is exceptionally good and you really enjoy learning. There are lots of extra activities and links between subjects to make learning interesting and fun.
- The headteacher, staff and governors work exceptionally well to make sure the school continues to improve.
- Your behaviour is excellent. You treat each other extremely well and respect each other's success in school work and other activities.
- You know how to stay healthy. Almost all of you eat sensibly and take lots of exercise.
- You carry out responsibilities really well and your understanding about the traditions and values of other people in the world are improving.
- Your parents support the school really well.
- The school takes good care of you and makes sure you are safe.

In order for the school to be even better we are asking your teachers to:

- Improve the accuracy of your spelling, so that your writing becomes even better than it is now.
- Make sure that you know what your targets are and how you can reach them.

You can help by asking teachers if you are not sure how to move on with your work, and if you think you are careless with spelling, check work before handing it in or thinking it is completed.

Yours sincerely

Ted Wheatley

Lead inspector

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