

Kington St Michael Church of England Primary School

The Ridings, Kington St Michael, Chippenham, SN14 6JG

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils' attainment in reading, writing and mathematics is consistently above national averages at Key Stages 1 and 2.
- The slight dip in mathematics at Key Stage 2 in 2013 has been robustly addressed by the headteacher and her team. However, the school recognises that progress in mathematics is not as fast as it is in English.
- Teaching is consistently good, with much that is outstanding. As a result, pupils make rapid progress in their learning across different subjects.
- Each pupil is known individually and any additional help they may need to achieve their best is put in place quickly and to good effect.
- All pupils are highly motivated and have a love of learning. Relationships throughout the school are highly supportive and caring.
- Pupils are proud of their school and all that they take part in.
- All school leaders and managers, including governors, are dedicated to seeing the school maintain and raise its high standards, still further.
- Parents, carers and staff are all extremely positive about the school's work to help pupils achieve their best and to be well prepared for the next stage of their education.
- Strong links with other schools in the area allow pupils to participate in a wide range of sporting and social activities that enhance their personal development.
- Behaviour and safety are both outstanding. Pupils have a very good understanding of right and wrong and take every opportunity to consider the needs of others. As a result, pupils feel safe and secure in school.
- Exciting learning and excellent relationships ensure that children in early years make an outstanding start to their education.

Information about this inspection

- The inspector observed seven lessons jointly with the headteacher and made a number of shorter visits to other lessons.
- The inspector talked to parents and carers before the start of the school day and took account of the 55 responses submitted to Parent View, the online questionnaire. The inspector also considered the views expressed by 16 members of staff in the staff questionnaire.
- The inspector spoke with pupils about their work and the range of activities they take part in. She also listened to pupils in Years 2 and 6 read and explored their attitudes to reading.
- The inspector observed behaviour at morning break and lunchtime. She attended a whole-school assembly.
- Discussions were held with school leaders and governors, and the inspector spoke to a representative of the local authority.
- The inspector looked at a wide range of documentation. This included the school's tracking information on pupils' progress, how the school checks the quality of teaching, and minutes of governing body meetings. She also looked at information relating to behaviour and attendance, and information relating to safeguarding.

Inspection team

Marion Hobbs, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school. Most pupils who attend are of White British heritage.
- The proportion of pupils with special educational needs is below the national average.
- The proportion of pupils known to be eligible for the pupil premium is below that found nationally. This is additional government funding to give support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The school's early years provision comprises a full-time Reception class.
- In 2013 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the International School Bronze Award and is a Healthy School Plus.
- The headteacher is a local leader in education (LLE) and works with other schools in the local authority to support their school improvement needs.

What does the school need to do to improve further?

- Ensure that all pupils attain their highest level and achieve their full potential in mathematics by the end of Year 6.

Inspection judgements

The leadership and management are outstanding

- All leaders and governors are highly effective in ensuring that pupils' achievement and personal development are outstanding.
- As a local leader of education, the headteacher is held in high esteem. She works with other schools in partnership with the local authority, to help them improve using her excellent systems to check the quality of teaching. In recognition of this, the local authority provides only 'light-touch' support for her own school.
- Senior and middle leaders are a highly effective group who work tirelessly to develop good practice within the school as well as monitor teaching and learning. They work closely with local partner schools to share this as well as to bring in new ideas that support continuous improvement to the benefit of all pupils.
- The school has a robust system to manage teachers' performance linked to pupil outcomes and the needs of the school. Teachers' pay awards are used to reward good practice.
- Funding that the school receives for disadvantaged pupils is used effectively to meet identified needs.
- The range of subjects offered by the school is under constant review and is responsive to pupils' interests. Activities, educational visits and visiting speakers all contribute to pupils' strong understanding of what it means to live in modern Britain.
- Equality of opportunity, diversity and tolerance are all central to the school's ethos. Discrimination of any kind is not tolerated. Pupils' spiritual, moral, social and cultural understanding is exceptionally well developed through their many experiences.
- Partnerships with both local primary and secondary schools are strong and highly effective. Pupils benefit from competitive sporting opportunities and a wide range of social and cultural events that help them to be very well prepared for the next stage of their education.
- The school uses the government's additional primary sports funding effectively. A professional sports coach has worked with all classes to develop teachers' skills in delivering high-quality PE lessons. Pupils' participation in a wide range of competitive tournaments and fixtures with primary and secondary schools has increased across a wide range of disciplines. These opportunities have a very strong impact on pupils' health and well-being.
- The school's arrangements for safeguarding meet current statutory requirements. Systems for child protection are rigorous and any individual need relating to potential vulnerability is addressed swiftly and appropriately by senior staff.
- **The governance of the school:**
 - Members of the governing body are highly effective in discharging their duties. They have a detailed understanding of the school's performance in relation to others and challenge the headteacher and her staff robustly should any underperformance occur.
 - Governors monitor the school's work closely through their regular visits and meetings. They question information about pupils' attainment and progress closely and use visits to classes to check on the quality of teaching. Governors are fully involved in both the recruitment of high-calibre candidates to join the staff as well as in understanding how teachers' performance contributes to the overall performance of the school. They ensure that the link between teachers' performance, pupils' progress and salary progression is secure.
 - Governors manage the school's finances extremely effectively and have a close understanding of how additional funding, such as the pupil premium and sports funding, is being used and to what effect. Governors are closely involved in the daily life of the school and are always available to speak to parents and carers.

The behaviour and safety of pupils are outstanding

Behaviour

- Pupils' behaviour is outstanding. Pupils in all classes love their learning and this impacts significantly on their progress in lessons. They are equally confident to work together or in small groups or by themselves and are always responsive to others and to the adults who help them.
- Pupils' attitudes to learning are of a very high standard in all classes. Incidents of any kind that might disrupt learning are very rare, as the school's records over time demonstrate.
- Older pupils naturally take responsibility in a variety of ways to look after younger ones. For example, they

act as lunchtime helpers in the dining hall and as prefects on the school bus every morning and afternoon.

- Care and consideration for others are seen across the school through many different activities. Raising money for Children in Need, the Poppy Appeal, Operation Christmas Child and whole-school visits are just some examples of this.
- Parents, pupils and staff are unreservedly positive about both behaviour and safety. Pupils of all ages naturally display courtesy and kindness. Their many contributions to the community, through the wide range of activities they enter into, help them to be very well prepared for the next stage of their education.
- Pupils have a very good understanding of different forms of bullying and are highly confident that these are not a part of their lives.

Safety

- The school's work to keep pupils safe and secure is outstanding. Child protection systems are robust and the school has very strong links with other local partners to support any possible kind of vulnerability.
- All pupils are safe and understand different forms of staying safe both in and out of school. This includes safety in relation to use of the internet and smartphones.

The quality of teaching

is outstanding

- Teaching is never less than good, with much that is outstanding. This enables all pupils to achieve exceedingly well.
- Teachers and teaching assistants work closely to plan activities that stimulate and excite their classes, responding wherever possible to pupils' interests. Whole-school topics from time to time such as 'Chocolate' or 'The Romans' allow different age groups to share their learning and teach each other.
- The rich and varied theme-based teaching throughout the school ensures that pupils' achievement in literacy, reading and mathematics is rapid and sustained.
- The needs of all groups of pupils are well met through the highly effective range of strategies teachers and teaching assistants use to check for understanding.
- Pupils' work is marked accurately and regularly. The consistent whole-school approach is used to ensure pupils understand their successes and next steps for learning in their work. They also have many opportunities to respond to their teachers' comments. Parents and carers are regularly informed about pupils' attainment and progress.
- All classes have homework set at the appropriate level.

The achievement of pupils

is outstanding

- Pupils' progress through the school is rapid and sustained across all subjects, including English and mathematics.
- A historic issue relating to lower attainment in mathematics in 2013 has been addressed robustly by the headteacher and school leaders, as well as monitored closely by governors, so that this no longer impedes pupils' high rates of achievement.
- There are a very few pupils in the school who are eligible for the pupil premium. Generally these pupils make the same rapid rates of progress as their peers in reading, writing and mathematics, and some are a term ahead in all subjects when compared to those nationally.
- Any additional support required to help achievement for any kind of need, including for disabled pupils those with special educational needs is put in place quickly and effectively. This is monitored closely by the headteacher, senior staff and governors to ensure that needs are met.
- Attainment at the end of Key Stage 1 is above national averages for reading, writing and mathematics. At Key Stage 2, it is well above national averages for English and mathematics.
- Reading is a particular strength of the school. Pupils develop skills quickly from the Reception Year upwards and this is reflected in higher than national results in both the phonics screening check and other tests. Pupils enjoy reading for pleasure in all classes and the school ensures that a wide variety of texts are available to meet interests.
- The most able pupils achieve above their peers nationally in reading, writing and mathematics by the end of Year 6. Classroom activities and educational visits are supplemented by master classes at local secondary schools, to help them fulfil their potential.
- Learning across a range of subjects for all pupils is characterised by a rich, topic-based approach. An

example of this was seen in the Year2/3 class where pupils’ art work exploring sedimentation and rock strata linked to their scientific enquiry about how fossils are formed.

- Pupils’ wider achievements through their fund-raising, sporting events, school council and the local schools’ parliament all contribute to their high levels of personal development.

The early years provision

is outstanding

- All pupils make rapid and sustained progress and, as a result, are very well prepared for more formal learning at Key Stage 1.
- Children’s experiences are rich, varied and exciting across all aspects of learning. Adults take close account of children’s interests to inform their planning. Children’s wider exploration is positively encouraged. For example, they take turns to take ‘Lola the Labrador’ home, and bring her back to school, showing what they have helped her to learn.
- Indoor and outdoor provision is highly stimulating and allows children to be curious and explore fully the world around them. Excellent use is made of the local area to create ‘forest school’ activities.
- Behaviour is outstanding. Each child is known as an individual. Relationships are highly positive and adults and children feel very safe and are constantly focused on learning.
- Teaching in the Reception class is outstanding. Teachers and teaching assistants use a wide repertoire of techniques to support children’s development. Checks on progress are thorough and regular and ensure that each child is able to experience a wide range of challenging activities.
- Information about children’s progress is shared fully with parents at every opportunity. ‘Wow’ books and Learning Journey records celebrate pupils’ achievement and demonstrate clearly pupils’ rapid and sustained progress.
- Children’s progress is checked carefully by senior leaders. Any extra help that an individual child may need is put in place quickly and monitored closely.
- All leaders and managers strive constantly to maintain the highest levels of achievement for all children. Staff are highly trained and responsive to children’s individual needs.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126332
Local authority	Wiltshire
Inspection number	449245

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Rachael Jenkins
Headteacher	Tracy Cornelius
Date of previous school inspection	6–7 July 2011
Telephone number	01249 750454
Fax number	01249 750454
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