

# Kempsford Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115629
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338625
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	Janet Simms

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Sheppard
<b>Headteacher</b>	Martin Ballard
<b>Date of previous school inspection</b>	13 November 2006
<b>School address</b>	Kempsford Fairford Gloucestershire GL7 4EY
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors who visited nine lessons, most jointly with the headteacher, lunchtime activities and an assembly. They held meetings with governors, a representative from the local authority, staff and a group of children. They observed the school's work and examined documentation related to areas such as safeguarding and risk assessments. Inspectors also looked at pupils' books in lessons, the school's tracking of their progress, recent data related to assessments and tests, development plans and much other documentation. 74 parent questionnaires were read and analysed, as were 14 from staff and 58 pupil questionnaire returns.

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

- standards and achievement in writing and mathematics across the school
- the progress of groups such as Years 3 and 4, and those entering from abroad
- whether statutory requirements in areas such as safeguarding are met
- whether governors challenge the school sufficiently and whether leaders and managers have prioritised clearly the areas for improvement.

## Information about the school

This is a small village primary school near Fairford. Numbers joining and leaving the school are high because, in addition to provision for local villages, the school also provides for the children of personnel from the adjacent American Air Force base. The proportion of these pupils in different year groups varies, but is currently around 10 – 20 % of classes. Pupils from these backgrounds enter the school at different times and with greatly varied prior experience of schooling abroad. The airbase is closing soon, so the school roll has fallen considerably and many more pupils are due to leave in the next few months. As the roll has reduced, so has the number of classes, which has necessitated recent redundancy. There are now four classes, for the Reception year and most of Year 1, for Years 1 and 2, Years 3 and 4, and a large class for Years 5 and 6. Aside from the restructuring of class groupings, the school has also gone through a period of staffing turbulence and temporary appointments which has affected Years 3 and 4 in particular. The proportion of pupils who have special educational needs and/or disabilities is higher than usual.

**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

This is a good school. It has improved considerably since the last report, retaining its strengths in pupils' personal development and improving the rate of progress in their academic work so that they now achieve well. Although children's skills on entry to Reception have declined, standards at the end of Year 2 have risen, with reading being particularly strong. Overall, progress to the end of Year 2 is good, but the school has accurately prioritised the need to improve writing in all years. More able pupils do not always reach higher standards in writing, sometimes because work does not extend them fully, or because spelling inaccuracies are not always corrected. Extended speaking opportunities which facilitate better writing are very good in some classes, but not consistent throughout. Standards and progress in mathematics have improved recently because of the high focus placed on this subject. Through its own effective self-evaluation, the school has identified previously slower learning in Years 3 and 4, but this is now satisfactory because staffing has stabilised this term after a prolonged period of turbulence. Senior staff are determined to accelerate these pupils' progress to match the rapid strides they make in other year groups. Success is becoming evident as the clarity of learning objectives increases this term and the improving pace of lessons keeps most pupils interested and focused. The school recognises that there is still room for improvement in these years.

Pupils do well, sometimes very well, in Years 5 and 6 because of high expectations, good challenging teaching and pupils' own very positive attitudes. As a result of this, overall progress to Year 6 is good, including that for those who did not begin their schooling here. Personal development is strong. The school is starting to harness pupils' positive, enthusiastic attitudes to help them to understand their progress better. A minority of parents would welcome more information about their children's learning, but the vast majority are very pleased indeed with their children's experience at the school. Good leadership and management from the headteacher have been key to the school's success. A strong sense of united purpose drives things forward, with middle managers now contributing strongly to improvement, particularly in teaching. These strengths demonstrate good, sustainable capacity to move the school on even further. Staff enjoy productive links with members of the governing body, who in turn have an increasingly clear understanding of what needs to be better and action plans for improvement.

**What does the school need to do to improve further?**

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- Improve learning and progress in Years 3 and 4 by:
  - increasing the pace of individual lessons
  - making sure that all pupils understand learning objectives and that all pupils' interest is stimulated throughout the period of each lesson.
  
- Improve standards in writing, especially for more able pupils by ensuring that:
  - extension work challenges faster workers who finish tasks quickly
  - spelling mistakes are routinely corrected
  - dynamic opportunities for extended speaking consistently facilitate the transfer of spoken language into writing.
  
- Ensure rapid implementation of action plans to resolve risks which have been identified through risk assessment.

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

Because numbers are small, standards in different year groups vary considerably. Reception equips children well for transition into Year 1, with lively, exciting teaching leading to highly positive, early attitudes towards learning. When pupils embark on Year 1, they are happy to learn and want to do well. The Year 1/2 class, for instance, was buzzing with excitement as pupils talked to each other in science, learning about lighting circuits for a 'room' they have designed, and about their information and communication technology (ICT) work. Newcomers from abroad integrate quickly and settle happily. The school assesses their needs effectively, often providing a high level of well-targeted support so that they adjust rapidly to the expectations of schooling in Britain.

Skills levels on entry to Reception have fallen over the years, with more areas of learning where the majority are below, or well below those usually found among children of this age. Children catch up rapidly during their Reception year and good progress continues to Year 2, where standards have been above average. Improving achievement in Years 3 and 4 is leading to more even progress across Key Stage 2, but the very rapid strides pupils make in Years 5 and 6 currently account for the good overall progress pupils make to the end of the school. It is similar for those who started at Kempford and for those who entered midway. 2008 Year 6 national test results were high and, although 2009 standards were average, this represented good progress from pupils' starting points. The picture is similar this year.

Pupils who have learning difficulties or disabilities progress as well as others because their needs are identified early and strong support ensures good personal and academic development. The school has done a great deal to improve the quality of provision where progress is slower, but staff absences and temporary cover have diluted the effectiveness of this work. The deployment of an additional qualified teacher to support learning for this class, well-targeted non-teaching assistance and the use of additional teaching spaces vacated as the roll falls, are all helping to ensure that numbers are manageable and that pupils progress well.

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Pupils’ personal development is good, which leads to a strong sense of the school as a community and to good contributions to its life and development. The school council identifies many successful improvements they have made, such as planning the school grounds and the travel plan. Pupils’ commitment to local community recycling schemes and their understanding of why this is necessary are good. They behave well, and discuss ideas confidently with adults. Good development of pupils’ social, moral, spiritual and cultural understanding results in reflective, considerate attitudes and the good relationships which underpin effective learning. Pupils feel safe, appreciating that staff know them well and have their best interests at heart. They understand what constitutes a healthy lifestyle and talk knowledgeably about the ‘healthy’ contents of their lunchboxes and fruit snacks available, and why they benefit from sports and other exercise. Attendance rates are average, but most pupils come to school regularly, with visits to the USA accounting for most extended absences. Pupils are punctual to lessons, often keen to get inside to work when breaks end. They cooperate well together in groups and pairs when expected to work independently of adults. These attributes, combined with secure skills in English and mathematics, and good ICT competence, provide a solid foundation for pupils’ future studies.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good teaching and a well balanced curriculum account for the good progress pupils make across the school. Occasionally, though, lesson pace is slower and some pupils,

<sup>1</sup> 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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especially more able ones, lack sufficient challenge, even where teaching is otherwise strong. Most often the pace of lessons is brisk and a good variety of activity engages and stimulates pupils from all backgrounds, so they develop curiosity and a love of learning. Assessment is good, often using focused, oral dialogue between adults and pupils, and between pupils themselves, to evaluate their learning. In some lessons though, opportunities for such discussions are missed, so pupils are less clear about their learning. In Years 5 and 6, developmental written dialogue develops in workbooks between pupils and staff, so all know about any learning successes or problems to be tackled. Staff track pupils’ achievement well, so most work matches their prior attainment and moves learning forward effectively. Subjects are well integrated, so pupils make the links between ideas, and learn to incorporate ICT into their work in a good variety of ways. Good learning in subjects such as music, physical education and art leads to a well-rounded experience for all pupils. They talk enthusiastically about extra-curricular sports, music, arts/design and technology weeks and residential, all of which add richness to their experience. Pastoral care is good so pupils feel safe, and staff are highly attuned to the needs of vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher’s clear determination and drive to improve the school is successful because it is shared by all involved in decision-making, including staff, governors and pupils. All are committed to sustaining the improvements already underway. The school meets its challenging targets and there is a strong focus on improving practice and provision at every opportunity. Setbacks are faced sensitively and staff feel valued and proud of their achievements. The monitoring and management of teaching are good, with areas for improvement accurately defined. Governors have continued to improve their effectiveness since the last report and now make a strong contribution to the life and improvement of the school through an increasingly clear understanding of its performance. Improved school systems such as tracking of pupils’ achievement help governors to know what needs to be better and to challenge staff about it. Partnerships with organisations such as the church are well used to enrich pupils’ experience. The school succeeds in its commitment to equality for all and to this end harnesses other partnerships effectively, to support potentially vulnerable pupils for instance. Community cohesion is well promoted at the local and international levels but there is scope to improve understanding at the national level. A recent financial management award testifies to the school’s effective use of

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resources to generate good value for money.

Aspects of safeguarding such as personnel checks and carrying out risk assessments are secure, but governors have been unable to implement key parts of their action plans to minimise some risks about which a small minority of parents and pupils express concern. This is because of restrictions resulting from the school’s listed building status, but recent pledges have ensured that work on areas identified for improvement will be carried out speedily.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get a good start in the Early Years Foundation Stage. Staffing here has recently stabilised, providing a good quality of teaching. Children experience different styles of learning and benefit from the chance to interact with their Year 1 classmates. Liaison with pre-school settings is good, so staff have a lot of information about entrants’ characteristics. Accurate assessment of skills on entry, and good tracking of progress thereafter, provide a secure ongoing basis on which staff plan work and play. Resources available provide a good variety of opportunities for children to explore all six areas of learning and progress is good. Free-flow access to a secure outdoor environment is well organised, and children are keen to be outside. Plans are in place to develop this area because at present it does not provide the wealth of opportunity found inside. Children learn well, moving from below expectations at the start, to securely average by the time they begin Year 1. A lesson seen showed Reception children having great fun in exercising their imaginations and their bodies, learning about a ‘baboon on the moon’. They rushed off enthusiastically to continue exploring their ideas either independently or together, through activities inside and out. Staff take every opportunity to reinforce children’s learning of basic

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skills, using a very good balance of child-initiated and teacher-led activity. Leadership and management are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parental comments were generally extremely positive, with well over 90% agreeing with the statements in the questionnaire. The size of the top class was an issue concerning a few parents, but inspectors feel that this is well managed and pupils in Years 5 and 6 are progressing well. Several expressed the view that communication about their children’s achievement, particularly about how well they are doing in core subjects, could usefully be improved. This has been revealed by the school’s own surveys, and while agreeing with parents, inspectors are confident that this communication is being improved. Views about whether the school deals well with unacceptable behaviour were mixed, with the majority of comments recounting examples where it is well managed, for instance in dealing with incidents of bullying, with a small minority feeling that it is not. Inspectors agree with the former view. Several parents commended the school’s provision for pupils who have special educational needs. They feel the school understands individuals’ needs well and that staff give good support so that pupils grow in confidence and ability. Again, inspectors agree. Other general comments were positive.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kempford Church of England Primary 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 12 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	54	33	45	1	1	0	0
The school keeps my child safe	47	63	27	36	0	0	0	0
The school informs me about my child’s progress	32	43	39	53	0	0	0	0
My child is making enough progress at this school	34	46	37	50	0	0	0	0
The teaching is good at this school	38	51	33	45	0	0	0	0
The school helps me to support my child’s learning	37	50	35	47	0	0	0	0
The school helps my child to have a healthy lifestyle	45	61	28	38	0	0	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)	35	47	30	40	2	3	0	0
The school meets my child’s particular needs	37	50	33	45	0	0	0	0
The school deals effectively with unacceptable behaviour	33	45	34	46	1	1	0	0
The school takes account of my suggestions and concerns	28	38	42	57	0	0	0	0
The school is led and managed effectively	41	55	31	42	0	0	0	0
Overall, I am happy with my child’s experience at this school	43	58	30	40	0	0	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 all 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

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.



8 October 2009

Dear Pupils

### **Inspection of Kempford CofE Primary School, Kempford, GL7 4EY**

Thank you for welcoming us into your school for the inspection. It was a pleasure to visit your classes, to talk to some of you as a group, and to more of you in lessons and at playtime. I am writing to tell you what we found out.

- Yours is a good school where you progress well in your class work and in your personal development. You become thoughtful, considerate young people who are curious about learning and want to do well. Your parents agree.
- Adults in school take good care of you and are keen to make sure you do well.
- Teachers plan interesting lessons, making sure you have a good variety of things to do. You progress well from the start of your schooldays at Kempford.
- We were pleased to find that you welcome the children who come into your classes from abroad and make them feel settled, so that they progress as well as others. This was one thing we looked at in particular.
- We also looked at whether pupils in Years 3 and 4 progress as well as others, and found that they don't do quite as well, probably because teachers have changed so often lately. Things are improving, but we have asked the school to make sure that progress in these years speeds up even more.
- We also looked at progress in writing and mathematics and found that your work in mathematics has improved, but not so much in writing.
- We feel that by the time you are older, you would progress faster if you and your parents knew more about progress towards your targets. We have asked the school to improve this too.
- We found that in writing, particularly, some faster workers finish their work early so we have asked the school to provide harder things for these pupils to do.

We found that adults know what needs to be done and have good plans to make the school better. You will find that work is being done soon to improve things in the school grounds which adults know need to be sorted out.

Thank you again for your welcome.

Yours faithfully

Janet Simms  
Lead inspector

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