

# Inspection of Kempford Church of England Primary School

High Street, Kempford, Fairford, Gloucestershire GL7 4EY

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Inspection dates: 10 and 11 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils get on well at Kempsford Church of England School. Parents are positive about the school. Many of them comment on the commitment of staff.

Pupils are generally attentive in class. Pupils say sometimes it is noisy, but this does not disrupt learning to any great extent. Pupils say that bullying does not happen. A group of older pupils said, 'If there is (bullying), I have never seen it.' Pupils trust staff to resolve difficulties or they work through differences themselves.

Pupils are routinely challenged to apply the knowledge they have learned, for example, reasoning is a regular part of the mathematics curriculum. Pupils receive extra support if they fall behind in learning the curriculum. This helps some pupils to close the gaps in their knowledge. However, some teaching is not precise enough to help these pupils make the best possible progress.

Pupils enjoy a rich school life that goes beyond the academic. For example, most pupils take the opportunity to attend at least one of a wide range of after-school clubs. Pupils benefit from strong links with the local community. Older pupils share in the running of the school. For example, they can be on the school council or be a librarian.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for all pupils. They work hard to ensure the school has a caring ethos. There are a significant number of new staff since the previous inspection.

Leaders have focused on designing coherent and sequenced learning across the curriculum. The curriculum design sets out the knowledge that pupils need to learn as they progress through the school. As a result, pupils typically build upon what they know well. However, in some areas, teaching does not provide learning to meet the curriculum intent well enough.

In the early years, the curriculum supports children's development well. Teachers provide learning to enable children to deepen their understanding through their play. The curriculum prepares children well for the curriculum in key stage 1.

Leaders have put in place effective systems to check what pupils know and need to learn. This ensures that pupils who may fall behind are identified. Pupils receive extra support if they need it. However, some of this support does not help pupils to catch up quickly enough.

Leaders give reading a high profile and promote a love of reading. Pupils read every day. Pupils enjoy the class stories, the 'book hook'. Leaders select books linked to the school values to provoke thinking about the moral of the story.

Leaders ensure there is a consistent approach to teaching phonics. The sounds that letters make are routinely practised which helps pupils to remember them. Teachers

identify pupils who have fallen behind and give them extra help. These pupils make some progress but do not have sufficient opportunities to practise using the sounds in order to read fluently.

Pupils with special educational needs and/or disabilities follow the school's curriculum. Staff adapt learning to meet pupils' individual needs well.

Pupils' emotional well-being is a high priority. Leaders ensure pastoral support is available when needed. For example, a digital 'worry box' is being installed in every class. This allows pupils who find communication difficult to share worries. Pupils behave well and are typically attentive in lessons. Staff want pupils to understand why a problem with behaviour has occurred. They help pupils to think about how to change the causes so that the problem can be managed better in the future.

The school's curriculum strengthens pupils' personal development well. They learn the importance of being respectful and caring for others through assemblies and the curriculum. Staff are positive role models. Pupils know how to keep themselves safe in many aspects of everyday life.

Leaders support staff well-being. There is a strong working relationship between governors, leaders and staff. This allows for well-informed challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Staff and leaders are clear on their roles and responsibilities. Concerns are raised appropriately and in a timely manner. Leaders seek support from external agencies when needed.

Pupils know about healthy relationships. They are aware of online risks and know how to seek help if something upsetting happens. Trusting relationships within the school give pupils confidence to share concerns.

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

### **(Information for the school and appropriate authority)**

- Some teaching does not provide learning which meets the curriculum intent well enough. As a result, some pupils are not progressing through the curriculum as well as they could. Leaders need to focus on developing the subject content knowledge to ensure learning helps pupils build their knowledge over time.
- Some pupils who are behind in their learning, including in reading, do not receive the precise support they need to catch up quickly enough. This slows pupils' learning. Leaders need to ensure that pupils who are behind in their learning, get the support they need to close gaps as quickly as possible.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115629
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10241774
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gemma Di Lella
<b>Headteacher</b>	Richard Mendum
<b>Website</b>	<a href="http://www.kempsfordschool.com">www.kempsfordschool.com</a>
<b>Date of previous inspection</b>	28 and 29 March 2017, under section 5 of the Education Act 2005

## Information about this school

- The school has undergone significant changes in staffing since the last inspection.
- The school runs breakfast and after-school provision on site.
- The school has a Nursery class.
- Kempsford is a Church of England school. Its most recent Statutory Inspection of Anglican and Methodist Schools under section 48 of the Education Act 2005 was in October 2019.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school leaders, other school staff, members

of the governing body and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- For the early reading deep dive, the inspector listened to pupils read to a familiar adult and visited support interventions.
- Inspectors talked to pupils, staff and leaders about how the school supports the safety of pupils.
- Inspectors observed pupils' behaviour in lessons, during lunchtimes and at playtimes. An inspector met the headteacher to discuss the school's approach to behaviour management and how staff respond to behaviour incidents.
- Inspectors reviewed and sampled leaders' checks on the suitability of staff to work with children. They discussed with leaders attendance information, behaviour records and safeguarding records.
- Inspectors considered responses to Ofsted Parent View, including free-text comments. The lead inspector met with parents at the school gate.
- Inspectors considered the results of the staff survey.

### **Inspection team**

Gareth Simons, lead inspector

Seconded Inspector

Wendy Hanrahan

Ofsted Inspector

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