

West Kidlington Primary School

Oxford Road, Kidlington, Oxford, OX5 1EA

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This school has moved from strength to strength since the previous inspection. Staff and governors work effectively together to ensure that the values-led curriculum and the clear focus on pupils' academic performance enable pupils to achieve well.
- Teaching and learning are usually good because activities are generally well thought out to suit all ages and abilities. Relationships are outstanding throughout and these contribute effectively to enhancing pupils' learning.
- Behaviour is good and often outstanding. Pupils of all ages know what is expected of them during lessons and as they move around the school. They exhibit good attitudes to learning and agree with inspectors that the school is a safe place to learn.
- The headteacher has worked very effectively with the relatively new senior leadership team to enable all staff and governors to be involved in the leadership and management of the school. Their sharp focus on the management of teaching and learning has resulted in improved teaching and learning and achievement throughout the school.
- Parents are generally supportive of all that the school does for their children.
- The committee for performance and standards has greatly improved the way the governing body works. This has resulted in governors being more much aware of the work of the school. Consequently, they now effectively support and challenge the school.

It is not yet an outstanding school because

- At times, a few pupils receive activities which are too easy and a very small minority of teachers do not always check learning as the lessons progress. As a result, these lessons do not run at a suitably brisk pace.
- Reading records do not clearly identify what pupils need to do to improve and opportunities to enter pupils' reading targets in their reading diaries are missed.

Information about this inspection

- This inspection was carried out with half a day’s notice and took place over two days.
- Inspectors visited 17 lessons and observed 17 teachers, along with the teaching assistants who work in the classrooms.
Discussions were held with the headteacher, senior and middle leaders and managers, class teachers, a small number of parents, representatives from the governing body and a representative from the local authority.
- Inspectors observed the work of the school and looked at documentation including school improvement planning, teachers’ planning, documents related to safeguarding, minutes from the governing body meetings, and took account of the responses to the online Parent View in planning the inspection.

Inspection team

Nina Bee, Lead inspector	Additional inspector
Kewal Goel	Additional inspector
Ann Short	Additional inspector

Full report

Information about this school

- West Kidlington is larger than the average-sized primary school.
- Most pupils come from White British backgrounds, with the rest coming from a range of minority ethnic groups. Few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of disabled pupils and those with special educational needs is above average for those supported at school action and below average for those on school action plus or in possession of a statement for special educational needs.
- The school meets the current government floor standards.
- The headteacher, along with the governors, lead and manage the attached on-site nursery school.

What does the school need to do to improve further?

- Raise the quality of teaching so that all lessons are at least consistently good by ensuring that teachers:
 - plan activities which appropriately challenge the different ages and abilities of pupils
 - check learning at regular intervals during the lesson to make sure all pupils are learning well and the lesson is moving at a brisk pace.
- Increase pupils' reading skills and improve the quality of pupils' reading records by:
 - clearly identifying what individual pupils need to do to improve their reading
 - using reading diaries more effectively to show the skills and strategies that are being focused on for improvement.

Inspection judgements

The achievement of pupils is good

- The youngest children in the Early Years Foundation Stage mostly start school with skills and knowledge at levels that are below those expected for their ages. This does vary year on year. By the time children enter Year 1 they achieve well, in all areas, having made good progress from their starting points.
- The most recent information collected by the school shows that progress is good as pupils move through Years 1 to 6, with a few pupils making outstanding progress in reading, writing and mathematics.
- Pupils' individual needs are usually well catered for and so all pupils, including those supported by the pupil premium, achieve well.
- Disabled pupils and those who have special educational needs receive good-quality support and activities which accurately match their needs, so achieve as well as their classmates.
- Staff sensitively support the few pupils who speak English as an additional language which enables them to progress well.
- Good learning and progress were observed in the large majority of classes. A typical lesson showed pupils of all abilities, in Year 2, learning well in a vibrant numeracy lesson. All pupil groups were expertly supported whilst activities were suitably adapted to ensure that all abilities were effectively challenged. Consequently, pupils worked with good independence and much enjoyment as they focused on 'more than' and 'less than'.
- Older pupils in Year 6 learnt well during a literacy lesson because the teacher skilfully questioned them as they focused on two photographs, one of Joseph Lister and the other of Florence Nightingale. As a result, pupils confidently and enthusiastically were able to articulate their thinking. The expert promotion of the development of speaking and listening skills by the teacher considerably enhanced learning during this lesson.
- On the few occasions where there are minor weaknesses in teaching relating to planning for different groups, or teachers not consistently checking learning during the lesson, progress is not quite as rapid as it should be.

The quality of teaching is good

- Teaching in the Early Years Foundation Stage is consistently good. Adults plan exciting activities both inside and out for all areas of learning. Learning is good because activities interest the children and are appropriate for their ages and abilities. Children have good opportunities to develop a love of reading and handle books with confidence and much enjoyment. Speaking and listening skills are developed well in all the children do. Good opportunities are provided to raise children's awareness of letters and sounds through small group activities.
- There is good liaison with parents and children in the Early Years Foundation Stage settle in happily and quickly develop excellent relationships with the adults who help them to learn.
- In Years 1 to 6, the quality of teaching has improved considerably since the previous inspection. In the large majority of lessons, teachers ensure that lessons run at a brisk pace because planning is accurately addressing the needs of the different groups of pupils. Teachers continuously check during the lesson that learning is occurring for all pupils. Occasionally, this is not so and learning, in a few lessons, slows.
- All teachers and teaching assistants have high expectations regarding pupils completing activities properly and developing the skills needed to work in groups, pairs or independently.
- In all classes, relationships between staff and pupils are outstanding and contribute to pupils being keen to learn and confident about asking for help if they are having difficulties in their learning.

- Teachers are now using improved systems more consistently than previously for assessing learning and checking pupils' progress. More regular checking is ensuring better learning.
- Teachers' reading records and pupils' reading diaries do not clearly identify what individual pupils need to do to increase their reading skills and use different strategies so as to enable pupils to become better readers.
- Pupils' previous work in their books generally shows that teachers give good advice on what pupils need to do to improve their literacy and numeracy skills. At times, written comments are not sufficient for lower attaining pupils. In such cases, there are too few examples of teachers actually modelling what they need to do to improve, for example in the writing of numbers or in the way work should be set out.

The behaviour and safety of pupils are good

- Young children in the Early Years Foundation Stage are taught, from when they start school, what is expected regarding good behaviour. They respond effectively and behave well as they learn and play inside and out.
- In Years 1 to 6, behaviour is at least good and sometimes outstanding. No anti-social behaviour was observed. Pupils know how to behave whether they are in lessons, moving around the school or playing together outside. Outstanding behaviour was seen during assembly and at times as pupils moved around the school or played outside in the playground.
- There are clear systems to record poor behaviour or racist incidents, but such incidents are very rare and none have been recorded recently.
- Pupils insist that they do not have any incidents of bullying in their school. They describe bullying as 'being unkind to one another'. Their general awareness of different forms of bullying, which they may encounter at some point in their lives, is limited.
- Staff and the governing body work hard to ensure that the school is a safe place for pupils to work and play. This results in the school being a safe and secure place for pupils to learn and play. Discussions with pupils indicate that they feel safe in school and that they are confident that the kind and caring adults who work in their school would help them out if they had a problem or concern.
- Pupils say they enjoy school and demonstrate good attitudes to learning. This is reflected in their attendance rate which is high.

The leadership and management are good

- The headteacher and his senior leaders have worked effectively since the previous inspection by restructuring the leadership and management team and the governing body.
- The senior leaders' sharp focus on the management of teaching and learning, assessment and analysis of performance data has meant that teaching has improved in Years 1 to 6. This has been achieved with the close involvement of the governing body. Middle managers, along with the rest of the staff, are involved more regularly in checking pupils' progress within and across classes.
- Staff and governors are effectively involved in school improvement planning which is well focused on improving pupils' progress and attainment. The process for professional development is effective and links closely with staff performance management.
- The values-led curriculum, which is continuously being developed, promotes pupils personal and social development extremely well. Pupils speak knowledgeably about the 'value for the month', such as 'respect', and are kind and considerate towards each other and the adults who help them. They are very polite and courteous to visitors as a consequence.
- The promotion of pupils' spiritual, moral, social and cultural development is outstanding. Pupils have excellent opportunities to reflect during assembly. The many international links which the school has developed allow pupils to work alongside, and talk to, people from all

over the world. Students from California were seen supporting pupils in lessons successfully. Pupils from many different nationalities get along extremely well with each other. They are proud of their own cultures and know that all cultures are celebrated in this school.

- Staff who teach children in Reception have effectively adapted their planning and observation materials according to the new curriculum for young children in the Early Years Foundation Stage.
- Most parents are positive about how the school supports their children's education. They are overwhelmingly positive with regard to their children being happy and safe in school and in relation to them being taught well and making good progress.
- **The governance of the school:**
 - Communication systems within the governing body have improved and governors are better informed through written reports, attending meetings, discussions with staff and visits to school.
 - The governing body takes health and safety responsibilities seriously and statutory requirements are fully met. Documentation relating to health and safety is all in place and well organised.
 - The governing body has a much clearer understanding than previously on how well pupils are doing, and the attainment levels they are reaching, because members have had training on data analysis. This has made the governing body more effective in its monitoring role. Governors ensure that the school supports the effective promotion of equal opportunities and that all groups of pupils achieve well.
 - Governors ask questions and support and challenge the school effectively because they have an accurate picture of the work of the school.

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 pupil's 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 pupil's 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	123004
Local authority	Oxfordshire
Inspection number	406129

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	383
Appropriate authority	The governing body
Chair	Devena Rae
Headteacher	Eugene Symonds
Date of previous school inspection	19–20 January 2011
Telephone number	01865 373369
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