

West Kidlington Primary and Nursery School

Oxford Road, Kidlington, Oxford OX5 1EA

Inspection dates 8–9 December 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is ineffective, including in the early years. Leaders and governors have not ensured systems and procedures to keep pupils safe are in place. Not all staff have received up-to-date training in child protection.
- Leaders do not demonstrate sufficient capacity to improve the school because their checks on how well the school is doing are weak. Governors do not challenge leaders well enough. Leaders and governors do not carry out effective checks to make sure planned improvements take place.
- Too many pupils are regularly absent from school. Leaders do not investigate if these pupils are safe.
- Leaders do not check on pupils' progress carefully enough. This means that groups of pupils, such as disadvantaged pupils and the most able, underachieve.
- The school's website does not contain all the information required.
- Teaching requires improvement because too many disadvantaged pupils make slower progress than others.
- Teachers do not always provide enough challenge for the most-able pupils. Consequently, they are not making fast enough progress. Too few reach higher levels of attainment.
- The teaching of phonics (letters and the sounds that they make) varies in quality. Some pupils do not have appropriate skills to tackle unfamiliar words. Pupils do not show a love of reading. Their skills are underdeveloped and do not routinely help them read with interest and understanding.
- The impact of the school's work is not thoroughly checked by leaders to find out how effective it is. For example, senior leaders and governors do not know whether the extra money they receive for disadvantaged pupils is helping these pupils to catch up with their peers.

The school has the following strengths

- Pupils are polite, supportive of one another and show respect for adults, which reflects the school's values.
- In the early years, the leader has a clear vision for improvements. Children enjoy their learning and behave well. Parents are very positive about the opportunities and experiences provided for their children.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of leadership, including governance, by ensuring:
 - all safeguarding arrangements are in line with the current guidance from the Secretary of State
 - all staff are suitably trained at the correct level to understand how to keep pupils safe, and their training is updated in a timely manner
 - all systems for checking the work of the school are robust and leaders and managers are held to account for the progress of all groups of pupils
 - all policies and procedures are regularly reviewed and thoroughly checked
 - the school's website meets requirements
 - governors take a full and effective role in challenging leaders to bring about rapid improvement.
- Improve the quality of teaching, learning and assessment by:
 - providing effective support for disadvantaged pupils to enable them to make good progress from their starting points
 - challenging the most-able pupils to enable them to make rapid progress and reach the levels of attainment of which they are capable
 - making sure all staff involved in the teaching of early reading have the skills and knowledge to help pupils to read well
 - providing a broad range of reading material for all pupils, and checking that pupils are reading books at a level matched to their ability so they enjoy reading.
- Ensure leaders and governors take an active role in reducing the proportion of pupils who are persistently absent by:
 - improving the school's procedures for checking attendance
 - analysing patterns of absence for individuals and groups of pupils
 - checking reasons for lateness and absence more thoroughly, and taking effective action to make sure pupils are in school and ready to learn.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the use of pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

The school should not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management is inadequate

- The school's procedures to safeguard pupils do not meet statutory requirements and give serious cause for concern. Leaders cannot be sure pupils are kept safe. Although they endeavour to promote a caring and supportive ethos, leaders' attention to their most important responsibility, to keep children safe, has been undermined by their casual regard for upholding their legal duty.
 - School leaders have evaluated the strengths and weaknesses of the school. However, they have not focused enough on the performance of different groups of pupils and the wide gaps in outcomes between disadvantaged pupils and all other pupils. As a result, their evaluations are too optimistic.
 - The school improvement plan is a detailed document. It sets out a range of actions to be carried out over the next three years. However, the plan does not give any indication about how leaders and governors will know whether their actions have been successful. It is not linked closely enough to expected improvements in the performance of all groups of pupils.
 - Although school leaders guard against discrimination, they do not ensure that all pupils have an equal opportunity to succeed. Support is provided for different groups of pupils, but because school leaders have not evaluated the impact of any interventions, they are unable to know which types of support are the most effective. This is also the case with the additional government funding for disadvantaged pupils. A lack of checks on the effectiveness of the provision funded by the pupil premium means that leaders are not able to plan the effective use of future funds.
 - The additional physical education and sport funding the school receives has been used to buy into the Oxfordshire School Sports Partnership. This provides access to specialist advice and training for staff, and also enables pupils to take part in competitions and sports festivals. However, because leaders have not gauged the effect of this provision, they are unable to determine whether pupils' attitudes to sport and participation in sports have improved.
 - The curriculum has been planned to provide a good balance of learning opportunities across a range of subjects. It enables pupils to develop knowledge and skills progressively in each year group. Enrichment activities and independent study for pupils in Key Stage 2 enhance the curriculum. Pupils' moral and social understanding is promoted well through the school's published values of 'respect, unity, trust, peace and friendship'. This is evident in pupils' cooperation and support for one another. However, the promotion of pupils' spiritual and cultural understanding is less well developed. This limits pupils' preparation for life in modern Britain.
 - Subject leaders and other middle leaders have a secure understanding of their roles and responsibilities. Their subject knowledge is good. Some middle leaders are pursuing leadership training which is helping them to develop a wider view of strategies to improve achievement. They are fully committed to improving outcomes for pupils. Subject leaders for English, mathematics and science carry out thorough evaluations of pupils' progress. However, their action plans do not identify priorities as a result of their analysis. This limits their ability to target their actions to tackle areas of underperformance.
 - The local authority has provided limited support for the school in the last few years because it thought little was required. However, the local authority's recent analysis of the school's performance highlighted some areas of concern, which included the widening gap in the last three years between the attainment and progress of disadvantaged pupils and others.
- **The governance of the school**
- Governors have recently reorganised the way their committees are structured to help them to check on the work of the school more effectively. They are aware that more robust challenge is required to hold senior leaders to account. Currently, their ability to check the work of the school is hampered by the lack of information they receive from the headteacher to enable them to prepare for their meetings. As a result, some decisions are delayed and some meetings lack focus.
 - Governors have some understanding of the progress that pupils have made in each year group. They are not clear, however, about the progress current pupils are expected to make by the end of the year. This hinders their ability to challenge any underachievement.
 - Governors make decisions about pay increases for teachers, but the information they receive does not always provide them with evidence of robust judgements by senior leaders about teachers' performance.

- The school's website does not meet statutory requirements. For example, there is no charging and remissions policy, which should be publicly available.
- The arrangements for safeguarding are not effective. School leaders have failed to ensure that all staff are trained at an appropriate level. The school's safeguarding policy does not refer to the latest guidance issued by the Secretary of State for Education. There is a lack of clarity about who holds the role of the designated lead child protection officer. Consequently, staff are not well enough equipped to deal with safeguarding issues should they arise. The governing body has yet to agree the draft safeguarding policy.

Quality of teaching, learning and assessment requires improvement

- Teaching does not help pupils to make good progress. There are variations in the rates of progress of different groups of pupils. Disadvantaged pupils do not make the rapid progress they need to catch up. As a result, there are wide gaps in their attainment compared with that of other pupils.
- In some lessons, the most-able pupils are not provided with enough challenge. This means that their progress is slower than it should be. In one class, pupils in Year 2 were adding two-digit numbers using a range of methods. Some pupils quickly calculated the correct answer without the use of any resources but continued with the task. This showed that the planned activity did not provide sufficient challenge and pupils found the work too easy, which limited their progress.
- The impact of teachers' feedback to pupils about how to improve their work is variable because it does not always guide pupils clearly enough as to how to move on. Where teachers promote good progress in their lessons, their comments are helpful and pupils respond well by improving what they do.
- Teachers are getting to grips with a new assessment system. Pupils are provided with a list of targets they need to achieve. In some cases, particularly for younger pupils, the list is overwhelming and some pupils are unsure which targets they are expected to achieve in the lesson.
- The quality of phonics teaching varies. It is stronger in the early years than in Key Stage 1. Once again, disadvantaged pupils do less well than other pupils. In 2015, the gap between these pupils and others in the Year 1 phonics check was particularly wide. Some teaching assistants lack up-to-date training to help them to pronounce letter sounds correctly and to select the right resources to support pupils' learning.
- In some classes pupils were reading books that were not well matched to their abilities. Older pupils with a limited knowledge of sounds to help them build unfamiliar words were at a disadvantage. They were unable to read the text well enough to gain an understanding of the story, or to gain any pleasure from reading. Pupils generally do not show sufficient enjoyment of reading.
- Adults provide appropriate support for disabled pupils and those who have special educational needs, but the ambition for the achievement of these pupils is not always high enough. As a result, targets for their achievement are not consistently aspirational and they make slower progress than they should.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is because the procedures for checking on the safety of pupils arriving late or who are persistently absent are not robust.
- Pupils say they feel safe and can always trust adults to resolve any issues.
- Pupils understand how to keep safe when using the internet. They know they should not respond to messages from people they do not know or click on links in these messages. They know that they should check with an adult if there is unusual activity when using computers.
- Most parents agree that their child is safe in school. A few shared concerns about issues relating to bullying not being followed up quickly enough to bring about a swift resolution. Although systems are in place to record issues of poor behaviour and bullying, there is no clear evidence of how issues have been resolved, or monitored by staff to ensure they are not repeated.
- Pupils develop greater self-confidence and understanding of the importance of building good relationships because the school focuses strongly on its values of 'respect, unity, trust, peace and friendship'.

Behaviour

- The behaviour of pupils requires improvement. Pupils' attitudes to learning are generally positive. Their behaviour in lessons is usually well focused on learning. Occasionally some pupils' attention drifts,

especially when tasks are not well matched to their ability. They respond swiftly to adult prompts, but their ability to regulate their own behaviour is less well developed in some classes.

- Pupils move around the school in a calm and purposeful way. They are polite, courteous and respectful to adults and other pupils.
- Overall attendance is improving. It is higher this school year than in the same period last year. However, a small number of pupils do not come to school regularly enough and persistent absence has recently risen. The low levels of attendance of these pupils is a cause for concern. Leaders are not analysing attendance information with sufficient rigour in order to find the underlying causes and tackle them.

Outcomes for pupils

require improvement

- Children arrive in the early years with skills and abilities that are generally below those typical for their age. They make good progress overall and just under two thirds are well prepared for learning in Year 1. However, the relatively few disadvantaged pupils do less well. When they start in Year 1, they require further support to enable them to catch up.
- The proportion of pupils achieving the expected standard in the phonics screening check in 2015 was broadly in line with the national average. However, disadvantaged pupils did significantly less well than this group nationally and well below other pupils in the school. During the inspection, the phonics knowledge of disadvantaged pupils in Year 1 was lower for most pupils than would be typically expected at this point in Year 1.
- Attainment at the end of Key Stage 1 is lower than average in reading and mathematics. In writing, pupils achieve well, including disadvantaged pupils, disabled pupils and those who have special educational needs. However, disadvantaged pupils do less well in reading, where the gap between their attainment and others is much wider than that found nationally.
- Achievement in Key Stage 2 is a mixed picture. Attainment by Year 6 is above national averages overall, and has risen compared to the last academic year. Nevertheless, from their different starting points, pupils' progress is inconsistent. Fewer pupils exceed the expected progress in reading and writing in Key Stage 2 than is found nationally, reflecting a lack of challenge in teaching. Although the proportion making better than expected progress in mathematics was above the national average overall last year, disadvantaged pupils did less well in this subject.
- Outcomes vary from year to year and between key stages and year groups. Over the last year, information about the school's performance shows that, in some subjects in some year groups, pupils have made insufficient progress while, in the same subjects in other year groups, their progress is good. This variability in progress reflects the variability in the quality of teaching.
- The progress of disabled pupils and those who have special educational needs also fluctuates and requires improvement. In Year 6, this group of pupils make better progress in reading, writing and mathematics, but in other year groups their progress is inconsistent. Progress in writing is more even across year groups.
- The progress of the most-able pupils throughout the school varies. Although teachers plan for pupils of different abilities in their class, their progress is not tracked and analysed effectively enough. This means that teachers and school leaders are not fully aware about their rates of progress.

Early years provision

is inadequate

- As in the rest of the school, safeguarding arrangements in the early years are inadequate, meaning the overall effectiveness of early years provision is inadequate. Despite this, there are significant strengths in leadership, teaching and outcomes for children in the early years.
- The early years leader has a strong vision for improving provision. She has a clear understanding of children's progress and, as a result of the analysis completed at the end of the year, has implemented sensible adjustments to improve provision.
- Children settle quickly into the early years because adults take time to discuss their individual needs with parents during home visits, and through the induction visits to the Nursery and Reception classes. This enables adults to provide activities that are suited to children's needs when they arrive.
- Adults support children's language development well. Effective teaching of early reading skills helps children to use their phonics knowledge to identify letters and the sounds they make. Most children make good progress and are well prepared for learning in Year 1. However, disadvantaged pupils do not make progress at the same rate as others and are typically less ready to start Year 1.

- Children understand the routines and respond well to adults when they move from one activity to another and, for example, in preparing for lunchtime. Relationships are positive and children interact with each other well. They are settled and happy to chatter away to each other when eating their lunch.
- Children enjoy the opportunity to experience learning in the 'Forest School'. Kitted out with wellingtons and warm coats they relish the chance to roam freely in a safe and well-planned provision.
- Since the last inspection, the Nursery school on the school site has become part of the primary school. The early years leader and Nursery teacher work well together to ensure provision across the two years is appropriate and the transition for children between the Reception and Nursery classes is seamless.

School details

Unique reference number	123004
Local authority	Oxfordshire
Inspection number	10004356

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Devena Rae
Headteacher	Eugene Symonds
Telephone number	01865 373369
Website	www.west-kidlington.oxon.sch.uk
Email address	office.2110@west-kidlington.oxon.sch.uk
Date of previous inspection	18–19 September 2012

Information about this school

- West Kidlington is larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is below the national average. The pupil premium provides additional funding for looked-after children and pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- Children in the Nursery attend part-time. There are two full-time Reception classes.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The separate West Kidlington Nursery School on the school site became part of the primary school in April 2015.

Information about this inspection

- This inspection was conducted in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about aspects of the effectiveness of leadership and management in the school.
- Inspectors observed learning in 19 lessons and covered all classes. Four observations were undertaken jointly with senior leaders.
- Inspectors held meetings with members of the governing body, the local authority, senior and middle leaders, staff and pupils.
- Inspectors listened to pupils read and talk about their work.
- Informal discussions were held with pupils during lunchtimes and playtimes. Inspectors spoke with parents at the start of the school day.
- The inspection team observed the school's work and looked at a range of documents including pupils' work in books, achievement and progress information, documents relating to safeguarding and school policies and procedures.
- Inspectors scrutinised the school's own evaluation of its performance and the school improvement plan and external reports on the school.
- The inspection team also considered the 34 responses to the online questionnaire, Parent View.

Inspection team

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