

Inspection of Kennet Valley Church of England Aided Primary School

Lockeridge, Marlborough, Wiltshire SN8 4EL

Inspection dates: 10–11 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are polite, courteous and cooperative. Older pupils are considerate towards younger ones. There is a family ethos in the school. This helps pupils to feel safe and cared for.

Pupils enjoy learning. They say teachers make learning interesting. Pupils take pride in their work.

Pupils behave well. Staff have high expectations of pupils' behaviour. Staff provide effective support to pupils who find it more difficult to concentrate or behave as expected.

Pupils told us that bullying does not happen at Kennet Valley. However, pupils know they can share worries with an adult in school. Pupils say adults will help them deal with any concerns. Relationships are strong across the school. Parents are supportive of the school.

Pupils appreciate experiences that bring their learning to life. They particularly enjoy trips to museums and meeting visitors who come to the school. Pupils are keen to take part in the many extra-curricular activities on offer, including music lessons and sporting events.

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

Leaders and governors are ambitious in their desire to continue to improve the school. Leaders have provided teachers with high-quality training to aid this. Leaders have clear and precise plans for developing the quality of education.

Leaders place great importance on teaching children to read. Phonics is taught well. Children in the early years learn phonics quickly, which helps them to begin to read and write. Children's books are well matched to the letters and sounds they are learning. Children in the early years use phonics well to spell simple words. They are starting to write sentences. Pupils in Year 1 continue to develop their fluency in reading well. Staff are well trained and know how to support those pupils who need to catch up. Pupils understand the books that they are reading and can answer questions about them.

Leaders have clear plans to develop pupils' writing. Teachers know what they have to teach to ensure that pupils' work improves. Pupils work hard to use correct grammar and punctuation in their writing. However, some pupils find writing difficult because they are not yet confident with spelling.

Leaders have developed a well-sequenced curriculum in mathematics. As a result, pupils learn well. Pupils are confident in their knowledge of numbers and

calculations. Pupils can apply this knowledge in problem-solving activities. They develop a secure understanding of mathematical concepts that are appropriate for their age.

Leaders have recently introduced a broad and balanced curriculum. Teachers select appropriate activities that deepen pupils' understanding of the subjects that they learn about. As a result, pupils are beginning to know and remember more of what they learn.

Pupils enjoy a variety of subjects. In history, teaching helps pupils to develop their knowledge and enquiry skills so that they can find out more about what they are studying. Pupils have a clear understanding of chronology. Teaching is helping pupils to recall historical knowledge readily.

Staff generally support disadvantaged pupils and those with special educational needs and/or disabilities (SEND) well. However, for some pupils, the plans to help them in their learning are not precise enough. This sometimes holds a few pupils back.

Leaders ensure that pupils' learning extends beyond the curriculum. Pupils attend a variety of clubs and take part in sporting events. These activities contribute well to pupils' personal development.

Children in the Reception Year get off to a good start. There is a clear and well-sequenced curriculum. This helps all children to develop what they already know and can do. Children are interested and motivated in their learning and maintain their concentration on tasks. Children work well together and listen to each other's ideas. Strong relationships are established quickly. Parents feel involved with their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders' recruitment procedures make sure the necessary checks on staff are made before they start. Leaders provide effective safeguarding training. Staff know their responsibilities and roles in keeping children safe from harm.

Leaders are rigorous when dealing with concerns about pupils. They take advice from outside agencies to help keep children safe. Leaders readily provide early help and support to pupils and their families. Pupils know how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently implemented a rolling curriculum programme. However, it is in its infancy. Leaders should check the programme for impact so that they know what is working and what is not. Leaders should make sure the connection between subjects, and the opportunities to revisit and recall knowledge, are having an impact, so that pupils achieve well.
- Teaching does not always provide pupils with the appropriate skills to improve their writing. Pupils particularly need help to make correct spelling choices. Leaders should make sure that teaching helps pupils to improve this aspect of their writing.
- Some pupils with SEND have targets set for them that are too broad. This can impede their progress. Leaders need to ensure such targets are specific enough to improve pupils' learning.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	126446
Local authority	Wiltshire
Inspection number	10122338
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair of governing body	Sarah Till-Vattier and Simon Jones
Headteacher	Emma Russell
Website	www.kennetvalley.wilts.sch.uk
Date of previous inspection	15–16 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is voluntary aided within the Diocese of Salisbury.
- The school was graded good in its most recent SIAMS inspection, which took place in March 2018.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We carried out deep dives in: reading, English, mathematics and history during this inspection. We conducted lesson visits, spoke with teachers and met with senior leaders and curriculum leaders. We looked at pupils' work in books and met with pupils.
- We met with the special educational needs coordinator and looked at the school's support for pupils with SEND.
- We met with members of the governing body and spoke to the local authority adviser and the designated safeguarding leader. Safeguarding records were checked. These included the school's single central record.

- We considered responses to the online survey, Parent View, and spoke to parents during the inspection. We spoke to staff and took note of responses to the survey for staff, as well as speaking to pupils about subjects and their views of the school.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

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