

# Kidmore End Church of England (Aided) Primary School

Inspection report

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<b>Unique Reference Number</b>	123202
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	380619
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	Rodney Braithwaite
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanna Moriarty
<b>Headteacher</b>	Janet Maul
<b>Date of previous school inspection</b>	3–4 March 2009
<b>School address</b>	Chalkhouse Green Road Kidmore End Nr Reading RG4 9AU
<b>Telephone number</b>	0118 9723149
<b>Fax number</b>	0118 9723695
<b>Email address</b>	office.3807@kidmore-end.oxon.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 14 lessons or parts of lessons and observed seven teachers. They held meetings with senior leaders and representatives of the governing body, and with pupils and members of staff. They observed the school's work, and looked at a range of documentation, including monitoring, the school development plan, self-evaluation records, policy documents, teachers' planning, the governing body minutes and samples of pupils' work. A range of documents and records were looked at in relation to the safeguarding of pupils, including case studies of pupils in potentially vulnerable circumstances. The inspectors examined questionnaires returned by 122 parents and carers, 103 pupils and 19 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's drive to provide an exciting curriculum designed to support pupils' learning and achievement.
- The effectiveness of leaders and managers at all levels, including governors, and the impact they have on raising and maintaining high standards.
- The consistency of the attainment and progress of all groups of pupils, particularly that of boys in Years 1 and 2, and that of pupils with special educational needs and/or disabilities throughout the school.

## Information about the school

Kidmore End Church of England is a smaller than average primary school. Almost all pupils are White British. The proportion of pupils who are learning English as an additional language is well-below average. None of these pupils is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below average, the largest group having dyslexia. The proportion of pupils known to be eligible for free school meals is well-below average. There is an after-school club on site, which is not managed by the governing body. It is subject to a separate inspection. The school holds the Eco-schools silver and Activemark awards.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Kidmore End is an outstanding school. Strong and determined leadership has enabled pupils to achieve consistently excellent outcomes over several years. The school is very well thought of by parents and carers, who made many positive comments, such as: 'The school goes from strength to strength, an excellent committed staff and strong headteacher' and 'The headteacher and her team create a lovely welcoming environment and it's a joy to see the children going in and coming out of school with big smiles on their faces.'

Pupils' achievement is outstanding, and attainment in English and mathematics is consistently high when compared to that of pupils nationally. Pupils with special educational needs and/or disabilities make excellent progress, as do more-able pupils. School leaders ensure that even though most pupils have above-average skills when they start the school, they are still constantly challenged by teachers with high expectations, and are not allowed to rest on their laurels. Consequently, children have a splendid start in the Early Years Foundation Stage and make excellent progress. This level of progress continues throughout the school because leaders will not allow any complacency. Pupils themselves make their own special contributions, showing considerable enjoyment and exemplary attendance, behaving excellently, taking care of each other and especially keeping safe. Parents and carers acknowledge this, all of them saying that their children are kept safe. However, there is clear evidence that although pupils do very well, some of them are not always aware of how they are doing or what they need to do to improve. This is because teachers do not consistently inform them, verbally or in writing, what their personal learning and development targets are.

The staff provide an outstanding level of care, guidance and support. They take the time to build excellent relationships with both the pupils and their families. The school curriculum promotes and enables outstanding outcomes in most areas of personal development. This is particularly evident in the spiritual, moral and social development of pupils. Although cultural development is not quite so strong, pupils develop a good knowledge and understanding of other faiths and cultures.

The governing body, senior leaders and staff are passionate about continuous improvement, which they have seen in the school especially in the last two or three years. The strong partnership between the headteacher and Chair of the Governing Body, together with excellent contributions by senior and middle managers, has laid a powerful foundation for sustaining the school's outstanding capacity to improve.

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The school knows itself well, accurately evaluating its strengths and areas for improvement, and is determined not to falter in its pursuit of excellence.

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

- Ensure that pupils fully understand how they are doing in their learning, and what they need to do to improve, by:
  - extending teachers' use of target setting through their assessment of pupils' individual learning needs
  - making sure, both verbally and through marking, that pupils know and understand what they need to do to improve
  - providing pupils consistently with regular opportunities to assess accurately how well they are doing.

## Outcomes for individuals and groups of pupils

**1**

Pupils enter the school in the Early Years Foundation Stage with above-average skills and then make consistently excellent progress, so that at the end of Year 6 their attainment is high. This has been the case for several years during which pupils' attainment in English and mathematics has been significantly above the national averages. Evidence throughout the school indicates that similar attainment and achievement is being maintained. Excellent curriculum provision and good or outstanding teaching also lead to much higher than average standards in, for example, information and communication technology (ICT) and music. The school has also succeeded in reversing any dips in achievement, such as the progress of boys in Years 1 and 2. Pupils with special educational needs and/or disabilities make similarly outstanding progress because of individualised and timely interventions. Some higher-ability pupils are working at levels well ahead of expectations for their age. Pupils are extremely hardworking and have highly positive attitudes to their learning. They react quickly to teachers' instructions, combining a thirst for learning with excellent behaviour. This was seen in paired work in mathematics in Year 5 when pupils had to find a partner with a similar improper fraction or number, but only by whispering.

Pupils are thoughtful and spontaneously care for each other, for example in the playground. Their enjoyment of school is very plain, and is exemplified by consistently high attendance. Pupils agree strongly that they are safe and free from bullying, although as one explained, 'No one actually bullies - it's more that sometimes someone can be unkind.' They are secure in their knowledge of how to lead healthy lives, as shown by the school's Activemark award, and school councillors are especially proud of the healthy tuck shop which they proposed and now run very successfully. Pupils' enthusiasm for the environment is demonstrated by the Eco-schools silver award. Pupils are very much involved in the school and local community, for example in presenting an exhibition of their artwork in the village hall. Regular 'Open Days' are also welcomed by the community, and the school has

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received many letters of approval from local visitors. Particularly high basic skills, together with their ability to work independently and cooperatively, and develop their own initiative, give pupils an excellent start to their preparation for the future.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching is effective, consistently good and occasionally outstanding. Teachers are skilled at engaging pupils in the learning process, often by giving them practical opportunities to develop their thinking as well as other skills. This was seen in a literacy lesson in Year 6 when pupils were asked to solve a murder mystery by logical deduction. This was linked to an opportunity to record their findings on netbooks, which pupils relished, and also encouraged development of their already considerable speaking skills. A feature of most teaching is the high expectation and challenge which teachers bring to their lessons, which combines excellently with the enthusiastic attitudes of pupils, and has led to consistently high attainment. However, teachers' marking is inconsistent and does not always offer developmental points to help pupils improve. Pupils are not always sure about how well they are doing in their learning. This is because teachers, although having a range of data from effective assessment strategies, are not always consistent in using them to inform pupils of their progress. Pupils are given basic opportunities to assess their own understanding, but this is not followed up often enough by teachers in order to help pupils improve it. Teaching assistants work well with individuals and groups to give pupils the confidence to achieve success.

<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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The very well-structured and increasingly creative and stimulating curriculum is especially strong in developing the basic skills of literacy, numeracy and ICT across all subjects. Visitors to school, such as regular theatre groups, observed during the inspection with younger pupils, and outside visits, including a Year 6 residential trip to the 'Woodlands' outdoor centre, support all aspects of the curriculum. Sports, clubs like the lunchtime bridge club, and arts, especially music, where many pupils have the opportunity to learn to play a musical instrument, also enrich the curriculum. This strong and personalised curriculum greatly benefits the outstanding spiritual, moral, social and cultural development of pupils. The school is planning further to give pupils more opportunity to suggest their own ideas for developing the curriculum. A parent spoke for many when commenting, 'This is a fabulous school with an excellent curriculum.'

An atmosphere of care and consideration for all pupils is present throughout the school and leads to excellent relationships. The school provides a very welcome learning environment, which is particularly noticed by parents and carers, and by pupils new to the school. The school is highly effective in supporting pupils with special educational needs and/or disabilities, and those whose circumstances make them potentially vulnerable. Transition arrangements are especially effective within the school and for leavers in Year 6, who join one of eight different local secondary schools.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher has led the school with relentless determination and ambition in the last three years, so that pupils' attainment is consistently high and their achievement is outstanding. The headteacher is very well supported by the deputy headteacher, who is also an excellent role model as a teacher. There are clearly defined roles for other senior and middle managers, who work extremely effectively in ensuring that they make significant contributions to maintaining and improving the progress of all pupils. The staff work well as a team, and share leaders' continual drive for improvement and high expectations for pupils' learning and personal development. Leaders regularly and extensively monitor the quality of teaching and learning, including teachers' planning and pupils' work. Teachers enthusiastically seize opportunities to monitor each other's classroom performance and to engage in professional discussion about the outcomes of observations.

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The governing body is also routinely involved in monitoring teaching and outcomes for pupils. Members have developed a very astute and sharp understanding of their role, which enables them to make an excellent contribution to the school’s development, and are very proactive in both supporting and challenging school leaders. Governors ensure that child protection policies and health and safety checks are highly effective, for example in ensuring that any minor administrative omissions have been remedied.

The school ensures that the progress of different groups of pupils is closely monitored and this has led to all groups now achieving very well, and there is no evidence of any discrimination. The engagement of parents and carers with the school is excellent. Annual questionnaires receive a highly positive response and regular informative meetings for them are well attended. Almost all parents and carers feel that they are kept very well informed about their children’s progress. The school is also very well served by a flourishing and generous parents’ association. The school has developed good partnerships with other schools, especially the high number of secondary schools which the pupils move on to when they leave. This has resulted, for example, in the school being able to purchase 30 netbooks with the welcome assistance of one of them. The promotion of community cohesion is good, particularly in the local community. Links with other countries and within the United Kingdom are not so strongly developed. However, the school actively celebrates different cultures and faiths, and pupils are quick to show their knowledge of them in discussion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>1</b>



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## Early Years Foundation Stage

The Early Years Foundation Stage benefits from outstanding leadership, an inspirational curriculum, and innovative and imaginative teaching. This ensures that children make exceptional progress. Their skills on entry to the Reception class are above those normally found, especially for girls. However, by the time that children enter Year 1, boys have caught up, and their skills, like those of the girls, are above or well-above average. Adults have high aspirations for the children in their care, and expertly combine adult-led activities with those that are child initiated. Children are consistently encouraged to make choices, for example when adults ask them, 'If you are putting on an apron, what do you do first?' In the role-play house, a child showed her knowledge of how to keep healthy when she said, 'I am making healthy soup because it has lettuce and tomato in it.' Children are also encouraged to develop their independent skills, and so they can confidently download information on to a computer and print it out without the help of an adult. There are very good relationships between adults and children, who learn a great deal about safety and how to keep themselves safe, which is reflected in their excellent behaviour.

From the comprehensive induction through to the end of the year, children's progress is tracked meticulously. The leader of the Early Years Foundation Stage has produced assessment software which can be accessed by parents and carers on a tablet computer. Safeguarding and child protection procedures are rigorous. Parents and carers are delighted with the transition arrangements both into the school and into Year 1. The school has developed good links with Early Years providers, which is proving very beneficial, for example in developing children's skills in linking letters and sounds.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Sixty per cent of parents and carers returned questionnaires, which is well above the average response from primary schools. Most parents and carers have positive views of the school, especially regarding the safety of their children, how much they enjoy school and their own overall experience of the school. They also agree that teaching at the school is good and that the school is well led. A typical comment made is: 'I have nothing but praise for this school - every teacher who has taught my children has been brilliant, strict, fair, approachable, kind and caring.' A very small minority expressed concern about the management of behaviour. During the inspection, the

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inspection team found that the school manages pupils' behaviour extremely effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Kidmore End Church of England (Aided) Primary School 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 13 statements about the school.

The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	69	37	30	1	1	0	0
The school keeps my child safe	90	74	32	26	0	0	0	0
The school informs me about my child’s progress	54	44	66	54	2	2	0	0
My child is making enough progress at this school	65	53	51	42	1	1	0	0
The teaching is good at this school	67	55	52	43	1	1	0	0
The school helps me to support my child’s learning	56	46	59	48	1	1	0	0
The school helps my child to have a healthy lifestyle	68	56	54	44	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)	58	48	51	42	1	1	0	0
The school meets my child’s particular needs	58	48	50	41	1	1	1	1
The school deals effectively with unacceptable behaviour	60	49	48	39	5	4	1	1
The school takes account of my suggestions and concerns	45	37	65	53	4	3	1	1
The school is led and managed effectively	72	59	45	37	1	1	1	1
Overall, I am happy with my child’s experience at this school	81	66	41	34	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 November 2011

Dear Pupils

**Inspection of Kidmore End Church of England (Aided) Primary School,  
Kidmore End, Near Reading, RG4 9AU**

My team and I want to thank you for helping us to enjoy our recent visit to your school so much. The school was an exciting place to be for two days, especially for you younger pupils when the theatre group presented the play which some of you joined in. This showed us how well you all behave, even when you have exciting and enjoyable activities like that. We were pleased to see the letters that other people write to the school saying how good it is, and how polite and well behaved you all are. You go to an excellent school where you do extremely well and reach standards in many subjects, especially in English and mathematics, which are much higher than average. Your attendance is excellent and you care well for each other in and out of school. You are proud of your school, and so are your parents and carers, who wrote many compliments about the school and the staff. You have good teachers and teaching assistants, and the school is very well led and managed. We are also very pleased that you are so well cared for. You know how to keep healthy, and we were very impressed to see how many of you made healthy choices when you had the school dinner.

One thing that some older pupils told us in their questionnaires was that they did not know how well they are doing or how to improve their work. We have asked your school leaders to make sure that all of you are helped by teachers to have a better knowledge of how well you are learning and of what you need to improve. We have also suggested that you have more chances to tell teachers how you are doing or explain why sometimes you may not understand something they have asked you to do. We are sure that this will help you to learn even better, and we hope that you continue to enjoy your lives at school as much as you do now.

Yours sincerely

Rodney Braithwaite  
Lead inspector

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