

Inspection of a good school: Kineton Green Primary School

Kineton Green Road, Olton, Solihull, West Midlands B92 7EB

Inspection dates:

8–9 January 2020

Outcome

Kineton Green Primary School continues to be a good school.

What is it like to attend this school?

There is a strong, caring community spirit at Kineton Green Primary. The school's core values are at the heart of everything. This keeps pupils' personal development and well-being high on the school's agenda. Many parents appreciate this. One commented, 'My children have always felt safe, confident, motivated and cared for at Kineton Green.'

Staff have high expectations of behaviour. Pupils respond well to this. They are polite and courteous and there is a calm atmosphere in and around school. Pupils feel safe and secure. They value friendship and know that bullying is not acceptable. Pupils say that 'teachers are always around to help if you need them'.

Pupils are proud of their school and of their achievements. They take part in after-school clubs and activities such as the 'daily mile' and the training clubs. They take responsibility for school activities, such as the after-school bank. Pupils are very proud of the work they do to raise money for charity.

Leaders and staff want all pupils to succeed. However, some pupils with special educational needs and/or disabilities (SEND) do not receive the support that they need. This means that they do not achieve as well as they should.

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

Leaders have a clear picture of what the school does well and what needs more work. They work as a strong team and receive effective support from the local authority. Governors visit the school often to check that the school is doing well. This all helps the school to keep moving forward.

Children settle quickly into Nursery. Relationships are warm and trusting. Children feel secure and confident. Leaders focus on developing children's early mathematics, language and communication skills. Children soon become familiar with daily routines. They join in happily with stories, songs and rhymes. This helps their confidence and social skills. The provision for three-year-olds is very effective.

Almost all pupils achieve well. In 2019, by the end of Year 2 and Year 6, many pupils achieved high standards in English and mathematics. However, in some classes pupils with SEND do not receive the support that they need to help them to learn. At times, the targets set for them are too broad and do not pinpoint their precise next steps in learning. As a result, some pupils with SEND do not achieve as well as they could. Leaders have recently started to work with the local authority to address this.

Most subject leaders have identified the key knowledge that they want pupils to learn. They provide clear guidance to teachers about the order in which they should teach this. This helps teachers to check that pupils have a secure understanding so that they can tackle more challenging subject content and make strong progress. These changes are not yet fully established in all subjects.

The leader of physical education (PE) makes sure that the PE curriculum is planned in a logical way. This means that pupils build on what they know and can do. Clear expectations are set, stretching from early years to Year 6. Pupils make strong progress in a range of physical activities. The school recently won a silver school games award for its commitment to competitive school sport. This supports the school's values, such as fairness and respect. One pupil said, 'In PE you have to improve your personal best – but you also have to work with others to be a good team player.'

Mathematics is exceptionally well-led. Effective routines to support pupils in remembering key mathematical facts are well established. Many pupils say that they love mathematics. As one commented, 'It's like a game. We learn the rules and then we can solve all sorts of problems.' Pupils confidently explain their mathematical reasoning. This starts in the early years.

Overall, reading is taught well. By the end of Year 2, most pupils are fluent and accurate readers and many achieve higher standards. In key stage 2, pupils enjoy the diverse range of books that teachers read out loud to them, such as Onjali Rauf's story about the refugee crisis, 'The Boy at the Back of the Class'. This supports pupils' spiritual, moral and social development. It also promotes a love of reading. However, the weakest readers do not receive the right support. They do not have enough opportunities to practise the sounds that they learn. Their reading books contain too many words and sounds that they

do not know. As a result, a small number of children fall behind in reading and do not catch up quickly.

Safeguarding

The arrangements for safeguarding are effective.

Records relating to safeguarding are well-organised and thoroughly maintained. Leaders work with the local authority and other external agencies to make sure that pupils who may be vulnerable are kept safe. Staff, including kitchen staff and lunchtime supervisors, know how to spot any potential signs of abuse or neglect because of the regular training they receive.

Pupils say that they feel safe everywhere in and around school. They talk confidently about how to keep themselves safe, including on the internet. They also have a strong understanding of wider safety issues, in and around the community and in the wider world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and teachers do not have a precise-enough understanding of the needs of pupils with SEND. In some classes, the targets set for pupils with SEND cover too many aspects of learning at one time. This means that pupils do not receive the precise support that they need. Leaders should ensure that they continue to work with the local authority to improve this. They should make sure that pupils with SEND receive the right level of support to enable them to make strong progress towards their targets.
- Leaders need to continue their work to develop the school's curriculum. They already have good models in place in some subjects, such as mathematics and PE. They now need to make sure that all subjects are equally well-planned and sequenced. Leaders know that some adjustments need be made to the way that subject knowledge is identified and sequenced in history and geography. This will enable leaders and teachers to be even more effective in checking that pupils can build their knowledge and understanding, over time, and are well-prepared for the next stage of their education.
- Overall, the teaching of reading and phonics is effective. Most pupils become fluent and confident readers by the end of key stage 1. A love of reading is alive in the school. However, children who start to fall behind in their early reading do not catch up quickly. The support provided for these weakest readers is not sufficiently finely tuned to their individual needs. The early reading books contain too many words and sounds that they do not know. This further hinders their progress and confidence. Leaders should make sure that pupils' early reading books are closely matched to the sounds they are learning so they can practise the sounds. This will help them to make stronger progress in phonics.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 10–11 May 2016.

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	104048
Local authority	Solihull
Inspection number	10122571
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mark Temple
Headteacher	Teresa Mason
Website	www.kineton-green.solihull.sch.uk
Date of previous inspection	10–11 May 2016

Information about this school

- There have been no significant changes in the school since the last inspection.

Information about this inspection

- I held meetings with the headteacher, assistant headteacher, the leader of special educational needs and all teaching staff. I met with the chair of the local governing body and five other governors. I had a telephone conversation with a representative from the local authority.
- I looked in depth at early reading and reading across the school, mathematics and PE. In each subject, inspection activities included discussions with the subject leader, visits to lessons, discussions with teachers, a review of pupils' work and discussions with pupils.
- I listened to eight pupils read and talked to them about their reading. I also spoke to groups of Year 3 and Year 5 pupils about their reading.
- I observed pupils' behaviour in lessons and at breaktimes and lunchtime. I spoke formally with two groups of pupils, as well as talking to pupils in lessons and around school.

- I met with leaders about the school's safeguarding procedures. I reviewed a range of safeguarding documentation, including the checks that leaders make on staff prior to employment. I checked safeguarding policies and records relating to safeguarding, behaviour and attendance. I spoke to pupils and staff about how safe pupils are at school.
- I reviewed the school's self-evaluation and improvement plans, minutes of governing body meetings and information on the school's website. I took account of the 12 responses to Ofsted's staff questionnaire.
- I took into consideration the 54 responses to Parent View, including 53 free-text responses. I spoke to parents at the beginning and end of the school day.

Inspection team

Marilyn Mottram, lead inspector

Ofsted Inspector

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