



National Society Statutory Inspection of Anglican and Methodist Schools Report

Kimpton, Thruxton and Fyfield CE (VA) Primary School

Kimpton,
Andover,
SP11 8NT

Previous SIAMS grade: Good

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 29 January 2015

Date of last inspection: 28 January 2010

School's unique reference number: 1163401

Headteacher: Bernadette Fleet

Inspector's name and number: Dianne Christopher (731)

School context

Kimpton, Thruxton and Fyfield CE VA Primary School is a smaller than average primary school with 176 pupils on roll. A large military base is situated nearby and a third of pupils who attend school are from service families. Pupil turbulence is high. The number of pupils with learning difficulties and/ or disabilities is well below the national average at 6.3%. The proportion of learners supported through pupil premium is lower than the national average. An interim executive head has been in post for four weeks, since the retirement of the previous head teacher. The school was judged to require improvement by Ofsted in October 2014.

The distinctiveness and effectiveness of Kimpton, Thruxton and Fyfield CE (VA) Primary School as a Church of England school are satisfactory

- The good links that exist between the school and three local churches, places the school and church at the heart of the community.
- The provision for learners' social and emotional well being, allowing them to embrace and cope with deep concerns or anxieties, is a strength.
- Learners share their views on issues of faith and prayer with confidence and integrity.

Areas to improve

- Ensure a consistency of approach across the school so that pupils can experience high quality opportunities to explore and articulate a personal spirituality.
- Accelerate the development and effectiveness of the governors through training so that they support, monitor and challenge the school's Christian distinctiveness as a major factor in school improvement.
- Establish a rigorous system to monitor and evaluate religious education and collective worship over time so that the impact on learners can be identified.
- Embed core Christian values by involving and consulting the learners, so that the values make an impact and contribute to raising standards of achievement.

The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners

The school has experienced a turbulent period. It was judged by Ofsted as, 'requiring improvement' in October 2014. Her Majesty's Inspector (HMI) have since visited the school and reported that progress is being made. An experienced, interim, executive head was appointed and is establishing three core Christian values that will underpin the distinctive Christian character of the school. This process, involving all stakeholders, is well underway. Questionnaires received from parents and pupils are very positive. Care and support for pupils and staff is good and reflects the school's Christian values of respect and consideration for each other. The values are reinforced by staff throughout the school day, inside class and at lunchtime. Learners are given responsibilities for supporting others throughout the school demonstrating Christian tolerance and concern. One child said, 'school is friendly and caring and we respect each other'. Learners say that they feel happy and safe in school and always have an adult to share problems with. The emotional literacy support assistants are particularly effective in supporting pupils whose parents are serving in the armed forces and for vulnerable learners with emotional needs. A parent who serves in the armed forces commented, 'I have found the support the school gave to my child at a difficult time invaluable'. However, Christian values do not yet make an effective contribution to the learners' academic progress. There is no consistent approach to developing personal spirituality across the school. This is partly because the reflective areas around the school are not always maintained and their purpose is not fully appreciated by staff or pupils. The outside environment is underdeveloped and does not provide designated areas for stillness, prayer or reflection. There are few opportunities to challenge and develop pupils' deeper thinking skills, so opportunities for spiritual development are limited. RE contributes to the Christian character of the school. Debating current affairs and developing links with a school in Angola broadens pupils' awareness to understand the wider world and other cultures. The school council chooses charities to support, such as Help for Heroes and Sport Relief, giving all learners a sense of service to others. Although the school has experienced a turbulent period, parents are still very supportive and confident about the school. One parent stated, 'My son is really proud of his school.' Another said, 'I love this school as a Church school and can't praise it enough.'

The impact of collective worship on the school community is satisfactory

Since the executive head's appointment, a more structured process for the planning of collective worship, based around the liturgical calendar, has been introduced to ensure key celebrations are not missed. Since the last inspection, there has been some monitoring of collective worship by the governors but this has not been rigorous, nor informed future planning for collective worship or included the views of pupils. There has been insufficient evaluation of the impact of worship on the school community to ensure that it meets the needs of all pupils. However, pupils say they enjoy collective worship and they are attentive during this time. Worship is planned to engage pupils using different styles and approaches. The beginning and end of collective worship is clearly defined by the lighting and extinguishing of a candle. During the observed worship the theme 'peace' was further developed through pictures, music and references to 'The Prince of Peace' statue in Argentina. A hymn was followed by a reflection time and the learners were led in prayer. A sense of calm and reverence permeated. Pupils talk enthusiastically of those times when they are most actively involved in worship. They were most enthused when discussing the Godly Play and how they take part in the activities. Prayer is a regular part of the school day and there is evidence of prayers written by learners that demonstrate the impact of the Christian faith on their personal reflections and experiences. Each class has created its own prayer book and prayers are said before lunch and at the end of the day. The pupils can recite the Lord's prayer but have limited understanding of its meaning. They do not yet have the opportunity to be involved in the planning or leadership of worship. Learners understand that Jesus is God's son but do not yet understand the concept of the Holy Spirit. The school meets the statutory requirements for collective worship.

The effectiveness of the religious education is satisfactory

The school has adopted 'Living Difference' as the RE syllabus. The school believes this has a greater emphasis on enquiry and the acquisition of skills so that pupils can be more involved in their learning. During an RE lesson observed, motivated pupils were discussing their ideas, thinking deeply and reflecting on others' views. The monitoring and evaluation of RE is not yet firmly embedded and the standards are not yet at the same level as other core subjects. Achievements in RE are below national expectations because the assessment of pupil's progress is insecure as not all teachers apply the agreed systems to ensure differentiation for all abilities and extended activities. There is inconsistency in approach to marking. When pupils are given the opportunity to ask questions they become more proactive, engaged and enthusiastic. The RE leader is newly appointed and committed to her subject. She understands the need to continue to improve the quality of RE as a core subject within the curriculum. A tracking system has been established but it is too early to ascertain its impact on standards. Pupils enjoy learning about other religions, show respect to those of different beliefs and are open to having their own views questioned. Pupils demonstrate a sound knowledge and understanding of the Christian faith but their knowledge of other faiths was less secure. They are increasingly aware of the religious, ethnic and cultural diversity in the country and older pupils were able to draw comparisons between different religions. For example pupils were able to discuss the differences between the symbolism of various faiths. The school meets the statutory requirements for religious education.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The interim executive head teacher, who has been in post for four weeks, has identified the challenges the school faces and has set a clear direction to lead the school community. A new vision is being explored and the head is seeking to establish three core Christian values to underpin the ethos and Christian character of the school, involving all stakeholders. The governors' role in challenging the standards, curriculum and Christian distinctiveness of the school is under developed because training opportunities have not been made available. This has impacted on effective governance. A lack of consistency in monitoring policies and processes has resulted in less than satisfactory progress being achieved overall. For example, the collective worship policy has not been updated since 2006. As foundation governors have not taken effective steps to monitor the school as a church school, none of the areas for development identified by the last inspection have been fully addressed. However, the governors are now actively engaged in monitoring the standards of pupil achievement and consult with the school on a weekly basis. Standards at the end of key stage two for literacy and numeracy are in line with the national averages but work is not challenging enough, so few pupils make sufficient progress. A friendly 'open door policy' has fostered good relationships with parents, developing mutual trust and confidence. Good induction procedures developed with the pre-school, enable learners to feel safe, to settle quickly and confidently in new environments. Parents stated that their children are happy in school and that pupils show Christian respect for one another. The school has productive relationships with the local and wider community. Special events, such as Feel the Force and visiting Winchester Cathedral, broaden the pupils' experiences. Good links existing with the local churches make sure that learners are aware of the wider community. The effectiveness of the school, as a church school, is not yet good because the new leadership and the change in direction have not been fully implemented or their impact evaluated. With the determined leadership of the interim head, the school is confident that it has capacity for sustained improvement.

SIAMS report January 2015 Kimpton, Thruxton and Fyfield CE (VA) School PO30 5GD