

Kennington Primary School

Kennington Road, Fulwood, Preston, Lancashire, PR2 8ER

Inspection dates 14–15 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve above average standards at the end of Year 6.
- Teaching is good in Key Stages 1 and 2. Staff set work that motivates and engages pupils in their learning and enables them to make good progress.
- Disadvantaged pupils, those supported through the pupil premium, disabled pupils and those who have special educational needs are well supported. Any gaps between their attainment and progress compared with other pupils are closing.
- Pupils enjoy coming to school, behave well and are keen to learn. Pupils get on very well together and say they feel very safe and well cared for in school.
- School leaders and the governors have a clear view of how well the school is performing and where it can do better. They are working well together to improve the quality of teaching and further raise pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is well promoted.
- Parents are very supportive and appreciative of the school.

It is not yet an outstanding school because

- Children do not make as much progress in the early years as they should because learning activities do not have enough focus and structure. Information about children's progress is not used well enough to challenge them further.
- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Staff do not always challenge pupils to deepen their knowledge and extend their learning enough.
- Pupils' achievement in writing is not as strong as it is in reading and mathematics. Pupils have too few opportunities to write at length in different subjects, and insufficient attention is paid to accurate spelling, grammar and punctuation.

Information about this inspection

- Inspectors observed teaching and learning on 15 occasions. One lesson was observed jointly with the headteacher.
- Meetings were held with school leaders and with five governors, including the Chair of the Governing Body. Inspectors also met a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. The minutes of governing body meetings were also considered.
- Inspectors took account of 17 responses to the online Parent View questionnaire. They also considered 27 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Sheila Loughlin

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in eight classes from the Reception Year to Year 6, including some mixed year group classes in the early years and Key Stage 1. The early years provision includes full-time Reception classes.
- Almost three-quarters of pupils are from minority ethnic backgrounds, with the largest groups of Indian and Pakistani origin.
- The proportion of pupils who speak English as an additional language is well above average, although few are at an early stage of learning English.
- The proportion of disadvantaged pupils is below average. These are pupils supported by the pupil premium, which is funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The headteacher joined the school in September 2014, and the deputy headteacher in January 2015. Two other teachers joined the school in September 2014.
- The school site is shared with Little Acorns Pre-School and Oaks After-school Club. This is inspected separately by Ofsted.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise pupils' achievement, so that more pupils, including the most able, make the best possible progress, by making sure that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so pupils, including the most able, are consistently challenged to make the best possible progress and achieve the highest standards
 - pupils deepen their understanding and extend their learning more effectively
 - pupils have more opportunity to write at length across different subjects, with a clear focus on accurate spelling, punctuation and grammar.
- Improve the quality of provision in the early years by ensuring that:
 - learning activities always have a clear focus and structure and enable children to make good progress
 - information about children's attainment and progress is used more effectively to plan activities to challenge children to make more rapid progress.

Inspection judgements

The leadership and management are good

- There have been significant changes in the senior leadership of the school this year. The headteacher, and the deputy headteacher, lead the school effectively, and are well supported by the senior leadership team, staff and governors. Their actions are leading to improvements in the quality of teaching and raising pupils' achievement.
- There are robust systems for checking how well pupils are doing, and school leaders at all levels make good use of information about pupils' attainment and progress. They have an accurate view of how well the school is performing, and where it could improve. For example, they are aware that attainment and progress in writing is not as strong as in reading and mathematics, and there are effective plans in place to address this.
- Senior leaders closely monitor the quality of teaching, and check and evaluate pupils' performance. Middle leaders are becoming more effective by being actively involved and accountable for the quality of teaching and pupils' achievement.
- Any weaker performance or underachievement by pupils is quickly identified and pupils are given extra help and support if they need it. As a result, all groups of pupils in the school are making good progress, and any gaps between the performance of the disadvantaged and vulnerable pupils and that of others are closing. This is an example of the school's successful promotion of equal opportunities for all pupils.
- School leaders use information about pupils' attainment and progress to check how well teachers are performing and to identify where further support or training is needed. Staff have increasing opportunities to work with other schools and this is helping to improve the quality of teaching.
- Information about pupils' achievement and the quality of teaching is also used by school leaders when making recommendations about teachers' pay.
- The curriculum is well planned, engages pupils effectively in their learning and promotes their good behaviour. However, there are too few opportunities for pupils to write at length in different subjects, and there is insufficient focus on spelling, punctuation and grammar, although this focus is improving.
- The curriculum is enhanced by an expanding range of activities, clubs, trips and visits. Year 6 pupils were greatly looking forward to a forthcoming residential water sports activities trip, and other groups of pupils have enjoyed visiting museums and nature reserves.
- Pupils mix very well together, and there is a shared appreciation of their different backgrounds, cultures and beliefs. Pupils are adamant that there is no racism or discrimination in the school. They take on responsibility in a variety of roles. There is an elected school council, and other pupils act as team captains and others help in assemblies. These activities contribute to pupils' good spiritual, moral, social and cultural development.
- The school has a very clear set of core values that successfully foster good relations, help to prevent discrimination, and ensure pupils are well prepared for life in modern Britain.
- The school uses the pupil premium funding effectively to support the learning of disadvantaged pupils in the classroom, in small groups and individually. In addition, it is used to provide extra support for vulnerable pupils and to encourage participation in after-school activities and trips. The school is also improving links with parents through parents' forums. As a result, pupils' overall attendance has improved, including that of disadvantaged pupils.
- The additional primary school sports funding has been used to improve provision and pupils' access to physical education by improving the skills and knowledge of staff, and enabling pupils to benefit from specialist teaching. For example, specialist gymnastics coaches take lessons, run activities and train staff. In addition, the school participates in a wider range of competitions through the local sports partnership. Consequently, the range of sporting activities has widened and more pupils participate in sports and competitions.
- The local authority provides effective support for the school monitoring the quality of teaching and learning and improving the early years provision.
- **The governance of the school:**
 - Governors are increasingly well informed about the quality of teaching and pupils' achievement. Their understanding of the use and analysis of data is improving. Their knowledge of pupils' attainment and progress and how these are linked to the quality of teaching is strengthening. Governors know how the pupil premium is spent and the impact it is having on improving the achievement of disadvantaged pupils.
 - There is an effective committee structure, and governors are becoming more actively involved in visiting the school in a variety of roles. Governors hold the school to account increasingly effectively by asking

searching questions and by setting challenging targets as part of the headteacher's appraisal. They also make sure pupils' achievement and progress are taken into account when making decisions about teachers' pay. The school's finances are sound and well managed. Governors ensure policies, including those related to safeguarding, meet requirements and are effectively implemented.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are keen to do well and have positive attitudes to learning. They are typically attentive and behave well in lessons so that learning proceeds smoothly.
- School records and discussions with pupils show that behaviour has improved, and poor behaviour is rare. Pupils say that there is no racist or discriminatory behaviour in school, and that on the few occasions pupils do misbehave, staff sort it out quickly and effectively.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils are considerate of one another and are polite to visitors. They mix well and play enthusiastically and safely together during breaks, and behave sensibly and responsibly in the hall at lunchtime.
- Pupils say that they enjoy coming to school. Consequently, attendance has improved and is now average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe and are well looked after in school. They have a clear understanding of different kinds of bullying, including name calling and discrimination. Pupils say bullying is very rare and if it happened they would report it and are confident that staff would deal with it quickly.
- Pupils know how to keep themselves safe in different situations, and have a good knowledge of issues related to e-safety.
- All parents who responded to the Parent View survey think that their children are happy and safe in school.

The quality of teaching is good

- Over time the quality of teaching is good in Key Stage 1 and Key Stage 2. This was confirmed by the work in pupils' books and the school's records of pupils' progress and checks on the quality of teaching. This enables pupils from Year 1 to Year 6 to achieve well in reading, writing and mathematics.
- Reading is well taught and pupils' knowledge of phonics (letters and the sounds they make) is increasingly secure. This ensures pupils make good progress.
- Pupils are well taught in mathematics and this enables them to make good progress.
- Writing is taught effectively, but there are too few opportunities for pupils to write at length in different subjects, and there is insufficient focus on spelling, punctuation and grammar. Consequently, pupils' standards and progress in writing are not as strong as in reading and mathematics.
- Staff typically set work to motivate and engage pupils in their learning, and there are good relationships between pupils and staff. Pupils say that they enjoy lessons because they 'do things and don't just listen to teachers', and that they get regular homework, as result of which they learn a lot.
- Staff reinforce pupils' knowledge and check learning for example, Year 3 pupils were effectively challenged to improve their research skills and make notes about various aspects of Roman life. Different groups of pupils had different tasks using a variety of sources. As a result, pupils had to think hard about what they were doing and made good progress. On some occasions, however, staff do not challenge pupils to deepen their understanding and extend their learning effectively enough.
- The quality of marking and feedback has improved recently, and there is a stronger focus on spelling punctuation and grammar. Pupils' work is marked regularly. Staff use praise effectively and give pupils clear guidance on what they need to do to improve their work. Pupils increasingly respond to this advice to enhance their achievement.
- Staff typically have clear expectations of what pupils can achieve but they are not always high enough. Staff do not always make sure the work set is challenging enough to enable pupils, including the most able, to learn as well as they could and reach the highest standards.
- Teachers, teaching assistants and support staff work well together to help pupils who find learning more

difficult. This includes disadvantaged pupils, disabled pupils and those who have special educational needs. This helps these pupils to make good progress and achieve well.

The achievement of pupils is good

- Overall, pupils make good progress. From starting points in the Reception Year that are generally around or below those typical for children's ages, pupils reach above average standards by the end of Year 6.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have risen since the previous inspection and were above average in 2014. This shows good progress from pupils' starting points. Evidence from observing learning in lessons and analysing pupils' work confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 have also improved. In 2014, attainment was above average in reading, writing and mathematics. The proportion of pupils who made the progress expected of them was close to average in reading and writing, and above average in mathematics. The proportion that made more than the expected progress was above average in reading and writing, and close to average in mathematics.
- Inspection evidence and the school's most recent data show that all groups of pupils are making good progress and achieving well. Year 6 are on track to achieve improved results this year with a larger proportion making expected and better-than-expected progress.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. Pupils' knowledge of phonics (letters and the sounds they make) is improving. The proportion of pupils who reached the expected standard in the Year 1 national phonics check in 2014 was above average.
- Pupils achieve well in mathematics. They have secure basic numeracy skills and can apply and use their knowledge to solve practical problems.
- Although pupils achieve well and make good progress in writing over time, the standards they achieve are typically lower than in reading and mathematics. Pupils have too few opportunities to write at length in different subjects across the curriculum, and spelling, punctuation and grammar are not developed as strongly as they might be.
- Disadvantaged pupils eligible for support through the pupil premium achieve well. They receive effective support if they need it and make good progress. Consequently, any gaps in achievement have been closing. Disadvantaged pupils in the school make slightly slower progress than other pupils nationally. In 2014, the standards achieved by disadvantaged Year 6 pupils were around two terms behind non-disadvantaged pupils nationally in writing and mathematics, and almost three terms behind in reading. In comparison with other pupils in the school they were about two terms behind in writing and mathematics, and three terms behind in reading. The school's most recent data show these gaps are closing further this year.
- The most able pupils achieve well and make good progress. They are increasingly given more challenging work. However, in common with other pupils they are not always given work that is demanding enough to enable them to reach the highest standards and make the best possible progress.
- There are few disabled pupils and those with special educational needs in any year group. Their needs are clearly identified and they receive good quality support. As a result, their achievement and progress is in line with that of other pupils, and better in some cases.

The early years provision requires improvement

- Most children join the early years with skills and knowledge that are around or just below those typical for their age. However, this can vary from year to year.
- Children generally make the progress expected of them, although the proportion who achieved a good level of development at the end of the Reception Year in 2014 was below average. As a result, not all children are as ready as they might be for the move into Year 1.
- The quality of teaching is not yet consistently good. Learning activities do not always have a clear focus and structure that enables children to make good progress.
- The recording and assessment of children's progress is improving, but staff do not always use this information to plan activities to challenge children further and to make more rapid progress.
- Staff work well to meet the needs of individual children, including disabled children, those who have

special educational needs, those most in need and those for whom the school receives additional funding.

- Children’s behaviour, safety and personal development are good. Children enjoy learning and the early years provision makes a good contribution to children’s physical and emotional health, safety and well-being, as well as to their spiritual, moral, social and cultural development.
- Links with parents and nursery providers are improving, and this is helping children to settle more quickly into the early years provision.
- The leadership and management of the early years requires improvement. However, the early years leader is new to the post has identified where improvement is needed and has implemented changes that are beginning to lead to improvement. Staff work well together in partnership with the local authority, and this is starting to have an impact on improving teaching and raising standards.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119153
Local authority	Lancashire
Inspection number	461710

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	John Bailey
Headteacher	Simon Pritchard
Date of previous school inspection	23 February 2012
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