

# Kender Primary School

## Inspection report

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<b>Unique Reference Number</b>	100691
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	354867
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Nasim Butt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Adefiranye
<b>Headteacher</b>	Keith Barr
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Briant Street New Cross SE14 5JA
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 lessons taught by nine teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and scrutinised the school's improvement plan, tracking data, pupils' work, minutes of meetings held by the governing body and school policies. They analysed questionnaires completed by 57 parents and carers and those from pupils and staff.

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

- The impact of school leaders in raising attainment and accelerating progress in mathematics and English, including in the Early Years Foundation Stage.
- The extent to which teaching provides challenge for the more able pupils.
- How well teachers use assessment data and individual learning targets to help pupils make more progress in lessons and over time.
- The effectiveness of middle leaders in monitoring and evaluating the quality of provision and outcomes in their curriculum area.

## Information about the school

The school is smaller than average. The proportion of pupils known to be eligible for free school meals is well above average. Most pupils come from minority ethnic backgrounds, with the largest group of Black African heritage. The majority of pupils speak English as an additional language and some are at early stages of learning the language. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils have a variety of needs, mostly relating to speech and language and behavioural and emotional difficulties. The school has awards for several aspects of its work, including Healthy School status and the Activemark award for physical education and sport. The Early Years Foundation Stage comprises a Nursery with 50 part-time places for children, and two full-time Reception classes.

**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?**

**2**

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

**2**

## Main findings

This is a good school. It is making impressive improvements after a decline in performance. Considerable improvements to the Early Years Foundation Stage mean that children get off to a good start and make good progress from low starting points, particularly in developing their communication and social skills. The school's core values, such as responsibility and resilience, are well embedded in its day-to-day life. As a result, pupils' spiritual, moral, social and cultural development is good, as reflected in their consideration for others, and their appreciation and understanding of different cultures and faiths. Pupils feel safe at school because of the positive ethos and the good care, guidance and support provided. They make good contributions to the school and to the wider community. Community cohesion is promoted successfully and pupils benefit from productive partnerships with schools that have a different intake of pupils to Kender.

After the last inspection, attainment declined in mathematics because of inconsistencies in assessment and teaching. Senior leaders and the governing body took swift and decisive action to arrest the underachievement, including the good use of local partnerships. Attainment by the end of Year 6 is now broadly average in English and mathematics and pupils' progress is good. Some pupils make outstanding progress in mathematics because of the consistently good teaching in this key subject.

Teaching is satisfactory and improving significantly, but some variation in practice remains. The specialist teaching in English and mathematics in Years 5 and 6 is consistently good and results in pupils making good progress and achieving well in these key subjects. Many pupils receive additional and very effective interventions which boost their progress. Pupils' progress is stronger over time than it is in lessons because of the positive impact of these very well targeted additional interventions. In a small minority of lessons there are inconsistencies in the quality of teaching. Sometimes, tasks are not sufficiently challenging for the more able pupils and they do not make the maximum progress because their pace of learning is slow. In addition, when marking pupils' work, teachers do not always make strong enough links with pupils' individual learning targets and the next steps pupils need to take to improve further.

The headteacher provides good leadership and direction and is well supported by other school leaders in promoting good provision and driving improvement. Performance is systematically evaluated and the findings are used well to inform improvement planning. School leaders' swift and effective response to a dip in attainment two years ago, coupled with the provision of an exciting curriculum that has sustained good achievement, demonstrates the school's good capacity for further improvement.

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

- Improve the quality of teaching so that all is consistently good or better by:
  - ensuring all teachers consistently use assessment information to ensure high expectations in lessons and good challenge for the more able pupils in their learning
  - providing pupils with good quality written and oral feedback, linked to learning targets, to support them in making further improvements
  - systematically sharing with pupils what they need to do to make good progress in the lesson.

## Outcomes for individuals and groups of pupils

2

After a significant dip two years ago, pupils' attainment in English rose to average in 2010, and above average in mathematics. For pupils currently in Year 6, attainment is broadly average in English and mathematics. Given pupils' below average starting points, this demonstrates good progress over time. Progress is particularly good in mathematics across Years 5 and 6 where some pupils make outstanding progress. In a Year 6 mathematics lesson, for example, pupils really enjoyed engaging in learning conversations with each other about how to sequence and organise a multistep mathematical problem, and all made good progress. Year 4 pupils improved their literacy skills when they 'boxed' a story into categories such as opening, dilemma and resolution. The use of pictures and cut-out sentences ensured that less able pupils and those at the early stages of learning English were equally well engaged. However, in some lessons, more able pupils are not challenged enough and therefore do not get the opportunity to develop important thinking skills, such as application and evaluation.

The school's accurate tracking data show that no group of pupils is underachieving. Pupils with special educational needs and/or disabilities, Black African pupils, and pupils who speak English as an additional language, for example, all make equally good progress and achieve well by the end of Year 6.

Pupils show considerable respect for the different backgrounds and cultures within the school. In a whole-school assembly about the respected Sikh figure Guru Nanak, pupils demonstrated a clear understanding of responsibility, one of the core values of the school. Pupils choose healthy foods and participate enthusiastically in a range of physical exercise. Members of the gardening club grow food which is harvested, prepared and eaten by the children. Pupils willingly take on additional responsibilities, such as serving on the school council. Older pupils help the younger ones. Members of the school council were involved in productive discussions about redevelopment of the local area. Pupils spoke excitedly to inspectors about their visit to a rural school in Cornwall and about their purposeful contact with a group of African pupils from Cameroon who visited Kender Primary last year. Rapidly rising attainment in English and mathematics is helping to ensure that pupils are satisfactorily prepared for their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teaching is improving rapidly. There are examples of good practice, particularly in Years 5 and 6. Teachers' instructions and explanations are clear, informative and promote learning well. Questioning is often used effectively to challenge the pupils and check their knowledge and understanding. However, in some lessons, questioning is limited and does not check pupils' progress well enough during the lesson or extend pupils' thinking and language. In most lessons, teachers provide good opportunities for pupils to discuss their work and stimulate interest by illustrating key learning points through the use of interactive whiteboards and good modelling. In a small minority of lessons, pupils spend too long listening to the teacher and their interest and participation decline. In many lessons, assessment is used well to match tasks to pupils' abilities so pupils are challenged and make good progress. However, activities are not always sufficiently demanding for the more able pupils who, in these lessons, do not make the progress they are capable of.

The curriculum contributes very well to pupils' personal development. Effective steps to improve provision in English and mathematics have had a positive impact on pupils' attainment and progress. Well-planned support programmes are provided for pupils needing additional help with language, literacy and numeracy. Health education and the range of physical activities provided contribute well to pupils' healthy lifestyles, reflecting the school's Healthy School and Activemark status. Pupils' enjoyment and learning are enriched by a wide range of additional clubs, visits and visitors. The school's good

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provision for specialist physical education and interesting outdoor activities helps to build pupils' team and social skills.

Staff know the pupils well and establish good relationships with them. Pupils at an early stage of learning English receive specialist support and most make good gains in the acquisition of English. There are clear policies and procedures to promote good behaviour underpinned by the school's core values. Teaching assistants provide effective guidance and support to pupils who need extra help with language or numeracy. School leaders have worked successfully in partnership with four other primary schools in Lewisham to provide additional support for pupils with speech and language difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Restructuring of school leadership has worked well for the school. School leaders are firmly focused on raising achievement and creating a positive climate for pupils and staff to learn and work in. An atmosphere of mutual trust and collaboration has been successfully created by the headteacher resulting in staff working well as a team with shared goals. Staff have worked hard to bring about the necessary improvements. Self-evaluation by school leaders, including the school's phase, or middle, leaders is effective. The most pressing priorities for improvement have been clearly identified and successful steps have been taken to improve pupils' progress, raise attainment in English and mathematics, and improve assessment and tracking of pupils' attainment. ♦

The effective governing body has a clear understanding of the school's performance and priorities for improvement. It is supportive and provides constructive challenge. It contributes well to the school's drive for improvement. Safeguarding is strong. Policies and practice to protect and safeguard children are of good quality and fully meet requirements. Safe practices are promoted effectively through the school's curriculum.

Equality of opportunity is promoted well and discrimination tackled effectively. All pupils have equal access to the school's good range of extra-curricular provision. The school has successfully closed the gap in progress between different groups of pupils over the last 18 months so that no group is now underachieving. Pupils' understanding of different backgrounds and cultures has markedly improved as a result of the productive links with a rural school in Cornwall and a village school in Cameroon and makes an impressive contribution to good community cohesion.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter the Nursery with knowledge and skills well below those expected for their age. Their language and social skills are often particularly low. Children settle very quickly into school because of the good induction arrangements and the very positive partnership with parents and carers, who are given very helpful guidance on how to support their children's learning and development. Good relationships between adults and children, and the particular attention given to care and welfare, enable children to make good progress in their personal, social and emotional development.

Children are motivated by the exciting range of learning activities provided. Children in the Nursery enjoyed filling up a shopping basket with household products sold at the 'Kender supermarket'. Teaching is often good and children make good gains in most areas of learning. Occasionally, in Reception, questioning and modelling is not used well enough to create deeper learning experiences. There is an effective blend of adult-led activities and those chosen by the children. Assessment and record keeping are clear and the resulting information is used effectively to plan teaching and learning. Good use is made of the outdoor learning areas and children make good progress in creative and physical development. Leaders of the setting are very responsive to what the performance data show about children's outcomes. Through a range of effective strategies they are successfully combating relative underperformance in writing, calculation, and letters and sounds. ♦♦



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About a quarter of parents and carers responded to the parental questionnaire. Of those who responded, most are supportive of the school and are happy with their child's experience at the school and with what it provides for them. A small minority of parents and carers raised concerns about the effectiveness with which the school deals with behaviour. Inspectors found that the promotion of the school's core values has had the desired impact of reducing exclusions dramatically and improving pupils' behaviour. A few other concerns related to meeting the child's particular needs, pupils' progress and their preparation for the future. These are covered in more detail in the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Kender 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	58	24	42	0	0	0	0
The school keeps my child safe	29	51	22	39	5	9	0	0
My school informs me about my child's progress	29	51	26	46	2	4	0	0
My child is making enough progress at this school	21	37	30	53	6	11	0	0
The teaching is good at this school	22	39	32	56	2	4	0	0
The school helps me to support my child's learning	19	33	33	58	2	4	3	5
The school helps my child to have a healthy lifestyle	16	28	38	67	1	2	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)	13	23	32	56	7	12	0	0
The school meets my child's particular needs	10	18	39	68	6	11	1	2
The school deals effectively with unacceptable behaviour	19	33	27	47	8	14	1	2
The school takes account of my suggestions and concerns	12	21	32	56	6	11	1	2
The school is led and managed effectively	19	33	26	46	6	11	1	2
Overall, I am happy with my child's experience at this school	24	42	29	51	4	7	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.**



3 February 2011

Dear Pupils

**Inspection of Kender Primary School, London SE14 5JA**

Thank you for welcoming us to your school, giving us your views and showing us your work. Yours is a good school which has made rapid improvements over the last 18 months. By the end of Year 6, your attainment in English and mathematics is average and you make good progress over time.

Here are some of the good things in your school.

- Teaching in mathematics and English is good in Year 5 and 6 and you make good progress in these important subjects.
- The care and support the school gives you are impressive. You and your parents and carers know that you are looked after well.
- You make a good contribution to your school and community; we were impressed with the work of the school council.
- You have good knowledge and understanding of how to keep yourselves safe and healthy.
- Your knowledge and understanding of different faiths and cultures are impressive; you have clearly gained a lot from your contact with pupils in Cornwall and Cameroon.
- Your school is led well by staff who are passionate about your achievement.

To make your school even better, we have asked the school to improve the following things.

- Ensure all teaching is good or better so you can make the maximum progress in lessons.

You can help by continuing to work hard and monitoring your own progress against your targets.

Yours sincerely

Nasim Butt

Lead inspector

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