

Kennett Community Primary School

Inspection report

Unique Reference Number	110613
Local Authority	Cambridgeshire
Inspection number	356780
Inspection dates	17–18 March 2011
Reporting inspector	Marion Wallace

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	72
Appropriate authority	The governing body
Chair	Graham Jones
Headteacher	Angela Roebuck
Date of previous school inspection	19 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The vast majority of time was spent looking at learning: five teachers were seen including a visiting science teacher; 10 lessons were observed; meetings were held with parents, groups of pupils, governors, and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, a scrutiny of pupils' work and 42 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- What are the quality of provision and the extent of pupils' progress in reading and mathematics in Key Stage 1?
- How good is the progress of more-able pupils in Key Stage 1?
- How effective are strategies to improve progress from Key Stage 1 to 2, and what is the current progress of gifted and talented pupils and pupils with special educational needs and/or disabilities?

Information about the school

Kennett Community School is a very small primary school. Most pupils come from Kennett village and the local area. A very large majority of pupils are of a White British heritage. Very few pupils speak English as an additional language, and no pupils are at the early stage of learning English. The percentage of pupils with special educational needs and/or disabilities is above average, but the percentage of pupils with a statement of special educational needs is well above average. A few pupils are known to be eligible for free school meals. Mobility is high and many pupils join and leave other than at the usual times. There is Early Years Foundation Stage provision in a mixed-age Reception and Year 1 class. There are two other classes in the school, one for Year 2 and 3 and another for Years 4, 5 and 6. The school has achieved the Cambridgeshire Promoting Healthy Schools Award and Activemark. The school provides a breakfast and after school club. This provision is managed by the governing body.

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

Kennett Community Primary is a good school where pupils achieve well and thoroughly enjoy learning. It is popular with pupils and parents and carers. There is a strong commitment from all staff to provide each pupil with the best possible education. Parents, carers and pupils appreciate the high quality care provided by the school and good quality learning opportunities. They confirmed that the school successfully meets the aims of their vision statement. 'Our welcoming school is happy, safe and fun, enabling everyone to be inspired creative learners.' One parent summed up the views of the vast majority saying: 'The school has a family feel and is warm and friendly and children gain confidence and enjoy school.'

Staff are dedicated to ensuring each child achieves their potential through excellent pastoral care and creative vision'. Pupils confirmed an equally positive view: 'This is a good school and we like learning especially literacy, numeracy, art and information and communication technology (ICT)'.

The headteacher, governors and senior management team provide strong leadership and clear educational direction that is ensuring good outcomes.

These are the key strengths of the school:

Achievement is good and attainment in English, mathematics and science is above average.

Pupils make good gains in their personal development because relationships are strong and the school ethos is very warm and welcoming.

They gain excellent knowledge and awareness of how to stay fit and healthy and lead an active lifestyle. This has been acknowledged by the 'Promoting Healthy Schools' award and Activemark.

Consistently good teaching and learning ensure that pupils of different ages within each class make good progress in their learning in English, mathematics and science.

The provision in the Early Years Foundation Stage is good and ensures all children make a positive start to their education.

Care, guidance and support are extremely strong, so pupils behave sensibly and are enthusiastic learners who have a mature attitude to their work.

Attendance is above average and reflects pupils' enjoyment of school.

Good links with the local community contribute very effectively to the provision.

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Outstanding partnership links with Witchford Sporting Partnership, the Kennett Cluster Groups, Cambridge University and other external agencies enrich the provision and enable pupils to benefit from additional cultural and sporting activities.

Opportunities for pupils to develop their musical ability are excellent. Pupils learn to play a musical instrument, for example brass instruments or recorder and sing to a high level because expectations are extremely high.

The effective systems for evaluating the strengths and weaknesses of the school, together with the school's good organisation, strong and shared vision, continual drive for improvement and success in tackling issues identified in the last report, demonstrate its good capacity to continue moving forward.

These are the key areas for improvement which remain:

While increasing numbers of pupils are reaching the expected levels at both key stages in English, mathematics and science, the numbers of pupils reaching the higher levels are not consistent over time especially in reading and writing.

Marking does not always challenge more-able pupils to reach the next level and good quality marking is not consistent in all classes and subjects.

Promotion of community cohesion at national and global level is not as strong as it is within the school and local community. The evaluation of the impact of community cohesion initiatives are not as well developed at national and global level as they are for the school and local community. Pupils' knowledge of other religions, festivals and cultures is limited.

What does the school need to do to improve further?

- Increase the challenge for more-able pupils in reading and writing across the school so that they attain higher levels by ensuring that high quality marking is consistent in all classes and all subjects by September 2011 so that pupils know clearly how to improve their work.
- Improve the school's promotion of community cohesion by March 2012 by:
 - evaluating the impact of national and global initiatives
 - using the information gained to enhance current provision and pupils' understanding of others with differing backgrounds and beliefs.

Outcomes for individuals and groups of pupils

2

From broadly average starting points, pupils reach above average attainment by the time they leave the school. Progress is good for all groups of pupils, including those with special educational needs and/or disabilities, because lessons are well planned and good relationships with staff contribute to a positive climate for learning. The many pupils who join and leave other than at the usual times make the same good progress as their peers. In a Year 5 and 6 literacy lesson, pupils made very good progress preparing their arguments for a class debate entitled, 'Should there be more wind farms?' The lesson enabled all pupils to use their knowledge of science and their literacy skills to prepare their arguments for and against the wind farms. They presented their well-balanced

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agreements confidently and convincingly. Skilful teaching helped them to articulate their views and appreciate the views of others.

Examination of pupils' work confirms that literacy, information and communication technology (ICT) and improving mathematical skills are contributing well to pupils' future economic well-being. Numeracy skills have improved throughout the school because of the success of initiatives taken to raise attainment. All pupils take a pride in their work which is neatly presented. Attainment in music is outstanding. The quality of pupils' singing and ability to play a brass and a wind instrument are impressive.

The school's tracking data and inspection evidence indicate increasing numbers of pupils are reaching the expected levels. Occasional missed opportunities to fully challenge more-able pupils mean that the number of pupils reaching the higher levels especially in reading and writing are not consistent each year. The current Year 2 pupils are keen readers and talk enthusiastically about their favourite author such as Roald Dahl and why they like his writing. They read confidently and often with expression describing clearly how they tackle difficult words.

Pupils enjoy coming to school and this is reflected in good attendance. They are polite to visitors and sensitive to the needs of others. Pupils develop good awareness of their own personal safety and they say they feel very safe because they can discuss any problems they have with adults. They have an excellent knowledge of what constitutes a healthy lifestyle, selecting healthy options from the school lunches and attending the wide range of activity clubs. After-school clubs and extension activities are enjoyed by all pupils. Breakfast and after-school clubs are efficiently organised and well run with good planning for each session. Pupils particularly enjoyed planning and making cards to celebrate St Patrick's day. They learn to make a positive contribution to their school and local community. The school council successfully raises money for a range of charities. Playground leaders do an excellent job helping younger pupils on the playground at break and lunch times. The school ethos encourages pupils to reflect, be thoughtful and be responsible members of their school community. Pupils' awareness of other cultures, ethnicities and religion is less well developed.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Good attitudes and behaviour contribute to a positive climate for learning. Teachers use assessment information well to plan interesting work for different abilities and year groups. Occasionally, more-able pupils are not given sufficiently challenging work. Teachers use questions effectively to check pupils' knowledge. Pupils know their targets well and what they have to do to improve their work. After-school clubs and activities are well planned to provide challenge for gifted and talented pupils. Pupils with special educational needs and/or disabilities are well supported by teaching assistants in class and small groups so they make good progress. In a Year 2 mathematics lesson, pupils made good gains in their learning and ability to use Venn diagrams. There were good links with science and good pace, high expectations and tasks planned to meet pupils' needs resulted in the whole class making good progress.

Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but is not always consistently matched to the needs of all groups of pupils. The strong personal and social education programme assists pupils' good personal development. Literacy and numeracy skills are reinforced adequately through other subjects such as history and geography. Staff use ICT well to support learning in other subjects. Specialist teaching in music results in excellent provision and outstanding standards in music. All pupils in Years 5 and 6 play a brass instrument and the recorder.

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Pupils' needs are central to the work of the school and all adults effectively help pupils, parents and carers to get the best from learning. The school works very effectively with external support agencies to support pupils with special educational needs and/or disabilities. Intervention and 'catch up' activities such as '5 Minute Box,' are effectively organised and help pupils who need the extra support. There are excellent induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools. The breakfast and after school club are extremely well organised and make an excellent contribution to pupils' personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and all staff communicate drive and ambition effectively and they have a good understanding of the strengths and weaknesses of the school. The monitoring of pupils' progress throughout the school is effective and highlights any areas of weakness, leading to improvement. Tracking of pupils' progress over time is thorough and senior leaders identify any dips and intervene with sensible strategies to promote improvement, for example, an extra teacher and class for mathematics is raising attainment in this subject. The headteacher, deputy headteacher and leaders at all levels are dedicated to making sure all pupils and staff achieve well. Governors are supportive but also challenge the school. They evaluate the work of the school well and ensure that school improvement initiatives are successful.

The promotion of community cohesion is satisfactory. The school organises a 'Children around the World' week and focuses on life for children in Africa, New Zealand, Egypt, Falklands and India. Pupils contribute very effectively to their own and local community. Opportunities however to communicate with other schools in different parts of the country and internationally are less well developed. The school plans and evaluates community cohesion but does not yet fully use the information to focus its contribution, especially at national and international levels. Child protection, risk assessment and safeguarding procedures meet current statutory requirements. All checks on adults are very robust. Equality of opportunity and elimination of discrimination are effective, as reflected in the profile of good achievement across different groups.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter Reception with the skills and knowledge expected for their age. They make good progress and, by the time they enter Year 1, their attainment is above average in all areas of learning. Staff provide a wide range of interesting activities both indoors and outdoors, which enable the children to get off to a flying start. Many parents commented how well their children had settled down to school and were very pleased with the progress they were making. All children make good progress in all areas of learning. Letter sounds are taught successfully and most children recognise the sounds and link them to letters and objects. They are encouraged to think about their world and learn to take care of it. Children enjoyed the guided reading session learning how to follow instructions to make a simple bird feeder. They eagerly spread peanut butter onto a pine cone and rolled it in seeds for the birds. Children were encouraged to select where to place their bird feeder to attract the most birds. Work is well planned to match the ability of children and teaching is consistently good but occasionally there are missed opportunities to challenge groups of children, especially the more-able.

All activities are carefully planned with opportunities to learn through activities led by adults and those they choose for themselves. Children enjoy hunting for mini-beasts and talking about their different shapes, size and speed of movement. They were challenged to use words to describe the mini-beasts such as 'wiggly worm' and 'sticky slug.' There are good systems for tracking children's progress and the provision is well led and managed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The number of responses to the parent's questionnaire was above average. Of these the vast majority of parents and carers are extremely happy with the school and they said that their children enjoy attending and that they make good progress. They feel it is very welcoming and friendly. Parents and carers regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the good quality of teaching and learning; the excellent provision for music; relationships with staff; the school ethos; the pupils' enjoyment; and the good leadership and management of the school. There were very few parental criticisms. Inspection findings can confirm the many positives expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kennett Community 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	69	12	29	1	2	0	0
The school keeps my child safe	27	64	15	36	0	0	0	0
My school informs me about my child's progress	22	52	18	43	1	2	0	0
My child is making enough progress at this school	25	60	14	33	2	5	0	0
The teaching is good at this school	27	64	14	33	1	2	0	0
The school helps me to support my child's learning	28	67	12	29	1	2	0	0
The school helps my child to have a healthy lifestyle	33	79	7	16	2	5	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)	20	48	21	50	0	0	0	0
The school meets my child's particular needs	28	67	11	26	2	5	0	0
The school deals effectively with unacceptable behaviour	18	43	20	48	3	7	0	0
The school takes account of my suggestions and concerns	21	50	20	48	0	0	0	0
The school is led and managed effectively	22	52	17	40	2	5	0	0
Overall, I am happy with my child's experience at this school	31	74	9	21	2	5	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



21 March 2011

Dear Pupils

Inspection of Kennett Community Primary School, Newmarket, CB8 7QQ

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers and will remember your excellent singing and the superb way Year 5 and 6 played the recorder for you in assembly. You and your parents and carers told us that Kennett Community is a good school, and we agree. These are the things we found that your school does well:

You get off to a good start in Reception and make good progress through the rest of the school. Your attainment is above average in English, mathematics and science by the end of Year 6 because teaching is good.

You all enjoy learning and your attendance is good.

Your behaviour is good, and you are sensible and know how to keep safe.

You benefit from many fun activities, clubs, visits and visitors.

You develop excellent knowledge and awareness of how to stay fit and healthy.

Your school cares for you extremely well, and teaches you a lot about how to be healthy and to care for others.

Your headteacher, senior teachers and governors lead the school well, and all the staff work effectively together as a team to make sure that Kennett Community is a safe and secure, fun place to learn.

There are three things we have identified for staff and governors to improve:

Make sure that your teachers track and record more rigorously how well you learn about things that happen in this country and around the world, and develop links with schools in other countries and other parts of the United Kingdom.

Help those who can do more challenging work to reach higher levels in their work especially in reading and writing.

Ensure that teachers mark your work consistently well so that you fully understand what to do to improve.

Thank you for a very enjoyable and memorable visit to your school, and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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