

Kenninghall Community Primary School

School Close, Kenninghall, Norwich, NR16 2EJ

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Many pupils make outstanding progress between Years 3 and 6 so that the majority leave with above average standards because teaching in these year groups is consistently good and often outstanding.
- Pupils' behaviour is outstanding and they try hard in lessons, persevere when tasks are difficult and take pride in doing their best.
- Information about pupils' progress is used very effectively to plan extra lessons for any not making the progress expected.
- Pupils say, and parents confirm, that they feel very safe and well looked after by staff.
- Pupils like the way subjects link together because it makes lessons really interesting. They enjoy the very wide range of opportunities for learning, including outdoors.
- Visits, visitors and many extra activities extend and enrich learning.
- Parents are very supportive, many passing a closer school to come to Kenninghall. One said, 'We are very fortunate our children come here.'
- The school is very outward looking, linking with many other schools so pupils have an excellent sense of life in modern Britain.
- School leaders and governors have improved teaching and pupils' achievement since the last inspection.
- The headteacher is very effective. Key to the school's improvement is feedback; everyone, including pupils and staff, are told what they have done well, what to improve, and how to do it. This results in a real learning culture.
- The direction of the school is clear and pupils already benefit from the 'jigsaw partnership', but no one ever loses sight that learning and teaching is the school's core purpose.

It is not yet an outstanding school because

- Outstanding teaching has not yet been used to improve all teaching, especially in Years 1 and 2 where progress is not as rapid as in other year groups.
- The method pupils use to assess their progress is not rigorous enough for older pupils.
- Not all pupils eligible for extra help through pupil premium funds fully catch up with others.

Information about this inspection

- The inspector observed 10 lessons. All were joint observations with the headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to pupils reading.
- The inspector held discussions with pupils, the headteacher, other staff, governors, parents and a representative of the local authority.
- The inspector took account of the 36 responses to the online questionnaire Parent View and one written response. The inspector also spoke to a small number of parents. The responses to 12 staff questionnaires were also considered.
- The inspector observed the school's work and looked at a number of documents, including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium (extra government funding to support pupils in this school who are looked after by the local authority or known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils are taught in five classes. Reception children and Years 3 and 6 are taught separately, while Years 1 and 2, and Years 4 and 5, are each in mixed-age classes.
- The school has two newly-qualified teachers and one temporary teacher.
- The school is part of the 'jigsaw partnership' of three schools, which share a headteacher but have separate governing bodies.
- An independent preschool shares the site.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to outstanding by:
 - sharing the outstanding practice already found in the school, particularly to improve teaching in Years 1 and 2
 - ensuring pupils' skills and techniques to assess their own work build progressively year-on-year.
- Ensure pupils eligible for pupil premium all consistently make the rate of progress, particularly in mathematics in Key Stage 1, to enable them to catch up with other pupils.

Inspection judgements

The achievement of pupils is good

- Children start school with a wide range of skills and experiences that vary from year-to-year. This ranges from below expected levels to expected levels of attainment for this age.
- Children settle quickly because of the good induction arrangements and varied activities that interest them and stimulate their curiosity.
- Over time, progress has been consistently good in the Reception class and stronger still across Years 3 to 6 with significant numbers of pupils making rapid progress. While pupils have been achieving reasonably well in Years 1 and 2 over time, attainment at the end of Key Stage 1 has tended to fluctuate up and down. This has been due, in part at least, to some variations in the quality of teaching and occasional gaps in the coverage of topics in key subjects such as English and mathematics.
- The school has taken firm actions to improve teaching and learning in Years 1 and 2 and ensure there are no gaps in the coverage of English and mathematics. Consequently, pupils are now making largely good progress but it is not yet as good as in Years 3 to 6 because teaching is not as good. The best teaching in the school is not used enough to strengthen even more the teaching in Years 1 and 2.
- By the end of Year 6, the vast majority of pupils reach at least the expected standard in English and mathematics and a large proportion exceed it. Pupils' targets, which were accurate in 2012 and 2013, show that Year 6 are on track to meet challenging targets in 2014.
- Most pupils at the end of Key Stage 2 in 2012 and 2013 had made at least the expected progress between Years 3 and 6, and a high number exceeded this indicating that they had made rapid strides in learning. Books show that pupils currently in Years 3 to 6 are making equally good progress.
- Pupils demonstrate a thirst for knowledge; they enjoy the interesting tasks they are given and want to do well.
- How to link letters to the sounds they make (phonics) is taught methodically. This, and the consistency in the teaching of the different groups, leads to quicker understanding.
- Teachers keep a very careful and accurate check of their pupils' progress. If a pupil is falling behind, extra help is quickly given so that the pupil catches up.
- Pupils who struggle are given high quality support both in the classroom and individually or in a small group. Skilled teaching assistants lead this well. Sometimes a teacher will find time, too, following up on a lesson a few pupils had not quite understood.
- Able pupils receive suitably challenging tasks so they, too, make good progress overall and outstanding progress in Years 3 to 6, especially in reading and mathematics.
- Disabled pupils and those with special educational needs benefit from having their learning broken down into smaller steps, so they generally make good progress, too.

- The good focus on checking pupils' progress and giving extra help if necessary also benefits the small number of pupils known to be eligible for the pupil premium, particularly in reading and writing. However, some of these pupils have made relatively slower progress in earlier years in mathematics. Their progress since the support has been available has been rapid in Years 3 to 6. This has enabled them to narrow the gap but not entirely close it.
- Basic skills are good because they are taught well and then practised in other relevant activities, so pupils hone their skills. In Reception, for example, a lesson on 'shape' is followed by practise matching various regular shapes using tablet computers. One parent described the school as 'sports mad'; this is confirmed by the high participation levels in a wide range of activities.

The quality of teaching is good

- Staff form an effective team, often planning together so that each teacher's expertise can have a positive impact on other pupils' learning. As a result, even though a relatively high proportion of staff are new to teaching, teaching is good overall.
- Teachers meticulously check pupils' progress in each lesson, and use that information to plan the next. As a result, pupils' work is neither too easy nor too hard and pupils understand how learning builds over time.
- Learning is often outstanding when teachers make sure pupils understand what they are learning, and how they can judge whether they have succeeded. From an early age, pupils are taught to think about what they have achieved and what they still need to master. Most can clearly articulate the reasons for their opinions. They record this using a simple system or code. However, this code is not developed as pupils move up the school to enable them to note down in more specific terms their own analysis of their progress and learning. Hence, opportunities to develop and hone these self-assessment skills are missed.
- Dialogue is an important element of most lessons so pupils learn life skills such as listening and responding to someone else's opinion. Every lesson includes 'talk partners' so pupils try their ideas out, and give an opinion on those of others.
- Relationships are strong. Pupils want to learn and respond equally positively to any adult they work with. This helps lessons flow and learning remain uninterrupted.
- Skilled teaching assistants make an important contribution because they are well trained and have a clear understanding of the tasks they lead.
- Homework is used effectively to practise skills and to offer pupils opportunities to stamp their own personality on their response. For example, one pupil interpreted a task about 'explorers' by designed the perfect snack, clearly demonstrating understanding of suitable foods for such an energetic and exhausting expedition.

The behaviour and safety of pupils are outstanding

- There is a strong sense of joy at school; of a strong and close community sharing together harmoniously. Pupils take pride in celebrating one another's achievements, and do so as if they were their own.
- Pupils' behaviour is excellent whether in the classroom or out, whether with teachers or other

staff. Staff effectively handle the very rare occasions when a pupil struggles to behave well, so that they are quickly able to return to learning. There have been no recent exclusions.

- Pupils respond to lessons with real endeavour and, as long as they can contribute, interest and perseverance. They show real pride in their work. Using technology, they often look at each other's work and engage in thoughtful dialogue with one another, offering useful suggestions.
- Kenninghall is a fully inclusive school, all pupils are welcomed and given equal opportunities to enable them to learn new skills and find those that interest them, or they excel at. Parents know that school staff will skilfully nurture their personal development while enabling their academic growth.
- Pupils get a real sense of the Britain they are growing up in through the school's excellent provision. They work with a very wide range of pupils from other contrasting schools so they are very well prepared for their future life. They learn to 'give and take', to work with others different from themselves.
- Pupils have a good understanding of how to stay safe, including when using the internet, and a real awareness of looking after each other, particularly those younger than themselves.
- Attendance is well above average because the school works in partnership with local schools so parents hear the same message from all, and applies those procedures consistently.

The leadership and management are good

- School leaders and governors have defined the school's vision and taken decisive action to move forward. The advantages of the partnership are becoming clearer to parents, although some remain doubtful. For example, an extra class has benefitted learning by reducing numbers in each class.
- Priorities for improvement are clear and actions largely effective. In 2012, the school recognised reading levels were not quite as high as expected and quickly checked why, and put changes in place. As a result, levels are higher now.
- Improvements in Years 1 and 2 since the headteacher arrived are having a positive impact and his focus on data analysis has enabled the school to have very precise and accurate information on the progress of individual pupils across the school. However, there is more to do to secure consistently good, and better, progress across Years 1 and 2.
- A strength of the school is the ability to manage and improve teaching. The headteacher's evaluations are accurate, thorough and developmental. As a result, staff benefit and feel they have a clear understanding of how the school is supporting their professional development and enabling them to improve their good teaching further.
- The Early Years Foundation Stage is well managed and led. Consequently, the provision is effectively matched to the interests and aptitudes of the children and prepares them well for Year 1.
- Primary sports funding is used effectively to enhance and extend the range and frequency of pupils' activities, and offer teachers guidance. The school is clear how changes will be evaluated through increased participation and higher skill levels.

- School and subject leaders benefit from their role within the partnership because they are given opportunities to further develop their own skills through sharing with others. The extra training and research they do is very beneficial to their roles at Kenninghall.
- Pupils say they very much enjoy the way subjects are linked together, that they feel this helps them understand their learning better. For example, a topic on 'memory' involved the village community and led to impressive art work. Art, music, drama and physical education are subjects pupils particularly like.
- Most parents are very supportive of the school. All spoken to were very positive, although a small but significant minority have some misgivings which some say could be overcome through better communication from school. The school already has plans to address this.
- Working with other schools is a strength. More and more collaboration with the partnership schools is increasing pupils' experiences and staff skills. Much is done with other local schools and pupils benefit from working with those they meet at high school.
- Because the school is successful, it receives little direct support from the local authority.
- **The governance of the school:**
 - Governors know the school well. They make important decisions based on thorough research. Very good use is made of governor's individual skills to the benefit of the school. Governors train regularly so they understand, for example, how to use information about pupils' progress and teachers' effectiveness to support and question the school. Hence, governors are effective in holding the school to account for its performance. They know how any underperformance is tackled. Procedures are in place to link teachers' pay to their performance. Governors ensure that all national requirements, including safeguarding, are met.

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	120824
Local authority	Norfolk
Inspection number	425381

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	109
Appropriate authority	The governing body
Chair	Allison Haines
Headteacher	Sam Nixon
Date of previous school inspection	4 December 2008
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