

Kensworth Church of England Primary School

Common Road, Kensworth, Dunstable, LU6 3RH

Inspection dates 9–10 December 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards at the end of Key Stage 1 have declined since the previous inspection.
- Children start the Early Years Foundation Stage with skills typical for their age. Despite an improvement in the proportion of children achieving a good level of development, they still leave the early years with skills typical for their age.
- By the time pupils leave the school, they are working at no higher than average standards, especially in writing.
- Most teachers do not have high enough expectations of what pupils can achieve.
- Pupils are not given enough opportunities to practise their writing or mathematical skills.
- School leaders do not use pupils' progress data well enough to make sure all groups of pupils are achieving as well as they could.
- Although some improvement is evident, the headteacher has not been sufficiently rigorous in holding teachers accountable for the progress their pupils make and ensuring that all teaching is good.
- Governors have not challenged senior leaders until recently to make sure that pupils achieve well.
- A sizeable minority of parents feel that the school does not respond to their concerns or communicate well.

The school has the following strengths

- Pupils in Year 5 have made exceptionally good progress in writing and mathematics since September.
- Achievement in reading is improving as a result of better teaching.
- Disabled pupils and those who have special educational needs are well-supported and make good progress.
- Pupils behave well. They try hard in lessons and pupils of all ages play together well. Older pupils readily look after the younger ones.
- Pupils feel safe in school. They know how to keep themselves safe in different situations such as on the road and when using the internet.
- Staff create a caring, respectful atmosphere in and around school. Pupils respond positively to these good role models and this supports pupils' spiritual, moral, social and cultural development particularly well.

Information about this inspection

- The inspector observed pupils' learning in nine lessons or parts of lessons, eight of which were seen together with the headteacher.
- Meetings were held with the headteacher, other staff, a group of pupils and four members of the governing body.
- Informal discussions were held with parents.
- The inspector took account of the 27 responses to Ofsted's online questionnaire, Parent View, individual communications from parents and the school's own parental questionnaires.
- The inspector observed the school's work and reviewed a range of documentation, including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspector also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. As a consequence, the size of some year groups is very small.
- The school converted from a lower school to a primary school in September 2014. It currently has pupils in Year 5 but there are no Year 6 pupils.
- Children in the Early Years Foundation Stage start in a part-time Pre-School class. Most then move on to a full-time Reception class in the September of the year in which they have their fifth birthday.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals or who are looked after by the local authority) is broadly average at just below 27%.
- At just below 10%, the proportion of disabled pupils and those who have special educational needs is well below average.
- Two of the four class teachers, who also lead the Early Years and literacy in the school, are currently on maternity leave. Their leadership roles are being covered by the headteacher.

What does the school need to do to improve further?

- Improve teaching by ensuring that all teachers have high expectations of what pupils can achieve.
- Raise standards in writing and mathematics by providing more opportunities for pupils:
 - to practise their writing skills in different subjects
 - to use and develop their mathematical skills in practical and problem-solving situations.
- Strengthen leadership and management by ensuring that:
 - more rigorous use is made of systems for checking on the quality of teaching, relating it securely to the progress pupils make
 - all leaders use school data effectively to analyse how they can drive improvements in their areas of responsibility
 - parents feel well informed and that their views are listened to.

Inspection judgements

The leadership and management requires improvement

- The headteacher regularly checks pupils' progress, but systems for recording and tracking this information are not well organised and clear. This makes it difficult to check whether some groups of pupils are making the progress they are capable of.
- Subject leaders meet regularly with teachers to check the progress of pupils in their subjects. However, they rely on the headteacher to analyse the data so do not always have a clear overview of achievement throughout the school.
- The appraisal system to check teachers' performance has not been used rigorously enough to improve teaching. Targets set for teachers have not been sufficiently challenging or specific in making sure that pupils in their class achieve well.
- Since the previous inspection, the school has introduced electronic communications with parents and termly information evenings. However, a sizeable minority of parents still feel that their views are not considered and the school does not communicate effectively with them.
- The school has maintained strong partnerships with other local schools. This provides good opportunities for staff to share expertise and take part in joint training to develop their teaching skills. It also gives pupils the chance to work with, and compete against, those from other schools.
- Leaders make sure that the pupil premium supports disadvantaged pupils well. Additional adults are employed to work with pupils individually or in small groups to help them keep up with their classmates. Some funding is used to make sure eligible pupils are able to participate in additional activities and clubs.
- The new primary sports funding is used to employ a specialist sports coach. The coach works alongside teachers to help them develop their physical educational teaching techniques. Half-termly assessments of how well pupils are doing show that their skills are improving as a result.
- The subjects pupils study are interesting and they talk enthusiastically about their learning. For example, pupils in Years 3 and 4 were fascinated by the First World War Christmas gift tin that their teacher brought in, and speculated about what might have been in it. Teachers are starting to develop pupils' literacy and numeracy skills in different subjects, but this is not done consistently well in all year groups.
- The school's religious beliefs underpin all it does. However, it also makes sure that pupils understand and respect other faiths and cultures. Pupils are very knowledgeable about other world religions and talked to the inspector about the importance of respecting others' views. Opportunities to discuss such issues develop mature attitudes and help prepare pupils well for life in modern Britain. The school effectively promotes equality of opportunity and tackles discrimination through its messages of fairness and consideration.
- Assemblies and subsequent classroom discussions effectively support pupils' spiritual, moral, social and cultural development. The excellent role models of adults in the school, who are consistently sensitive to pupils' needs, encourage pupils to treat each other with similar respect and care. Pupils are keen to help each other and play an active part in local events. For example, pupils have been involved in planting trees and bulbs in the village. Recently they organised a fund-raising event and provided suggestions for refurbishing the local playground.
- The local authority has only recently identified that standards in the school are falling. Since September they have provided good support which has helped leaders accurately identify how the school can improve and have supported teachers to raise the quality of teaching. The local authority has also helped the governing body appreciate how it needs to improve.

■ The governance of the school:

- The governing body has recently had an external review of how it is doing. The review highlighted how governors need to improve their practice and they have acted swiftly to address the areas identified. As a result, governing body minutes show that governors are asking more challenging questions about how well the school is doing. Their visits to the school have a much tighter focus on school improvement priorities and are rigorously reported to the rest of the governing body.
- Governors have a clear overview of the quality of teaching in the school. They are starting to use data more effectively to identify where achievement is not as good as it could be. They are aware that the appraisal process needs to be more rigorous and have set challenging targets for the headteacher to meet this year. They check that pay rises are awarded only if pupils make good progress.
- Governors check that the pupil premium is helping disadvantaged pupils do as well as their peers. They are aware that the sports funding is improving physical education opportunities for pupils. Governors visited the school recently to see the sports coach working with staff.
- Leaders and governors make sure that the school meets the national requirements for safeguarding. They ensure that the site is safe and secure, and all adults are checked for suitability to work with children.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are pleasant and polite and very keen to talk to visitors about their learning. Older pupils automatically look out for younger ones and pupils of all ages play well together at playtime.
- All parents who responded to Parent View feel that the school makes sure its pupils are well behaved. Pupils agree that behaviour is generally good. They are very mature about a few pupils who find behaving well difficult and feel it is their responsibility to help them behave well.
- Pupils wear their new uniform with pride and are enthusiastic about all aspects of the school. The school council members are very proud of the difference they have made to the school's meals. Following a survey, they communicated the results to the catering company, which responded by changing the menus in accordance with the pupils' wishes.
- In lessons, pupils try their hardest. Even if the work is occasionally too easy they will look for ways to develop their learning. During the inspection, some pupils had completed the work and decided to extend it for themselves by trying different methods of solving the subtraction problem.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school because the teachers are always there to look after them.
- Pupils are very clear about what bullying is and the different forms it can take, including name-calling, teasing and cyber-bullying. They say there are occasional incidents of bullying, but these are always dealt with well by adults in the school.
- Pupils are aware of safety in the playground. For example, they understand why limited numbers can play on the climbing apparatus. Older pupils are mindful of safety issues when they supervise games for younger ones.
- Pupils know how to keep themselves safe in different situations. They spoke knowledgeably about safety when using the internet and understood why such precautions had to be taken. They also know about fire safety, road safety and older pupils have had lessons on how to ride their bicycles safely.

The quality of teaching requires improvement

- The teaching of writing and mathematics requires improvement. While pupils learn literacy skills in English lessons, they do not have enough opportunities to practise these skills in other subjects. Similarly, in mathematics lessons basic skills are taught, but pupils do not have enough opportunities to use them in

practical situations or to solve problems. This means that pupils do not develop skills quickly enough to achieve well in writing and mathematics.

- Most teachers do not have high enough expectations of what pupils can do. Tasks are sometimes too easy, especially for the most-able pupils. On other occasions, pupils are given too long to complete a simple task. This means that they do not move on to new learning quickly enough to help them make good progress.
- The achievement of the most-able pupils requires improvement because they do not always get work that will help them make good progress. Sometimes, they complete the work quickly and have to wait for work which will help them extend their learning at a more rapid rate.
- When the teacher's expectations are high, pupils achieve very well. For example, Year 5 pupils were looking at fractions, ratios and proportions by using complex shapes and patterns. The teacher challenged them to 'convince' her that their theories were accurate which meant thinking deeply about their learning in order to explain it clearly. This enabled the teacher to move them swiftly on to the next stage when they understood, or support those who needed more guidance.
- The teaching of reading has improved. Pupils learn phonics (the sounds letters represent in words) at a much quicker pace and in a more organised way than previously. Pupils use these skills to read unfamiliar words. During the inspection, Year 1 and 2 pupils, engrossed in their reading, sounded out words such as 'ostrich' and 'feather' which helped them read fluently and with obvious enjoyment.
- Disabled pupils and those who have special educational needs are well supported. Their specific needs are quickly identified and support put in place to help them work successfully alongside their classmates. Additional adults are well-trained and sensitive to the needs of the pupils, asking encouraging questions to help build their confidence and check understanding.
- Disadvantaged pupils make similar progress to other pupils and some make better progress. They are well supported by additional adults in small groups or on a one-to-one basis as required.

The achievement of pupils

requires improvement

- Standards in reading, writing and mathematics have declined in recent years. Pupils generally start Key Stage 1 with average standards, and standards remain average by the end of the key stage. In 2014, standards were below average, representing progress which required improvement, though from a lower starting point than has been usual in recent years.
- School data show that the achievement of pupils throughout the school requires improvement because most pupils make no better than expected progress in writing and mathematics. Progress in reading is accelerating as the teaching of reading has improved. The results of the latest national screening check on how well Year 1 pupils understand phonics were just below average. However, this was a marked improvement on the previous year.
- Most-able pupils make progress that requires improvement. They do not always achieve the high levels they are capable of. Those in Year 5, however, have made very good progress since September and are beginning to work at a level well above average.
- Disadvantaged pupils make at least expected progress and some make good progress. This is helping them narrow any gaps between their attainment and that of other pupils. There were too few eligible pupils in Year 2 in 2014 to report their results without risk of identifying them.
- Disabled pupils and those who have special educational needs achieve well. They make good progress from their different starting points because they are well supported both in and outside lessons. Their progress is closely checked to make sure that the support continues to be effective as their needs change.

The early years provision requires improvement

- While there are some variations from year to year, children generally start school with skills typical for their age. By the time they leave the Reception class, their skills remain typical for their age, representing progress which requires improvement. The proportion of children who attained a good level of development in 2014 was just below average, but this was a marked improvement on the previous year.
- Activities are not always planned carefully enough to ensure that effective learning is taking place. While children enjoy the tasks, they do not always build on previous learning in order to develop skills quickly enough to make more rapid progress. This is because teachers do not have high enough expectations of what children, especially the most-able, can achieve.
- Adults in the early years classes make sure that children feel safe and secure. This helps them develop confidence and feel happy to 'have a go' at tasks without fear of failure. Careful questioning by most adults encourages children to develop their language skills. As a result, children chat sociably about their work and listen well to what each other has to say.
- The early years provision is currently being led by the headteacher. She ensures that staff are well-trained and provide a welcoming environment for children. Parents are encouraged to contribute information about what children have achieved at home and staff keep them informed about what is happening in school.
- With skills typical for their age, children are adequately prepared for their move to Key Stage 1. Some children, however, especially the most-able, have not developed skills to the high level they are capable of.

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	109602
Local authority	Central Bedfordshire
Inspection number	448398

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Polly Frazer
Headteacher	Annelore Kentish
Date of previous school inspection	14 June 2010
Telephone number	01582 872336
Fax number	01582 872336
Email address	kensworth@cbc.beds.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

