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Mrs Angela Stanbridge
Headteacher
Kempston Rural Primary School
Martell Drive
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Dear Mrs Stanbridge

Subject inspection of Kempston Rural Primary School

Following my visit to your school on 20 November 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. The findings do not change the overall effectiveness judgement of outstanding from the last section 5 inspection.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspection was carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools.

Main findings

You are placing a high priority on ensuring that pupils have access to a coherent history curriculum at your school. Leaders are making very clear to teachers the history that pupils should learn. History content is integrated well in to topic work. Pupils study a wide range of events and time periods, from the Stone Age to the Second World War, and understand the order in which things happened. The curriculum develops pupils' knowledge of key historical figures, and of some key historical concepts.

Pupils value their experiences outside of the classroom, including visits to Bletchley Park and the Verulamium Museum. These link closely to pupils' learning and help to deepen their knowledge. Pupils use their history learning and research skills to construct some complex historical narratives, such as about life in Ancient Greece. They enjoy thinking about the broader significance of things that have happened in

the past, such as the invention of the electric light bulb.

Teachers explain things clearly to pupils and help them to understand subject-specific terminology. During lessons, teachers sequence activities so that tasks help pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to build on what they have already learned. Teachers use questioning to prompt pupils to think about the causes and consequences of change, and to check and reinforce pupils' understanding.

You have identified that the curriculum does not fully promote pupils' ability to make connections between the things that they know. In response, your revised curriculum plans are setting out each of the historical concepts that pupils will revisit over time in different contexts. You are also reviewing the history content within topics that are taught. This is so that pupils gain the most powerful knowledge that will help them with their future learning, and a better understanding of the history of their local area. You are making changes to ensure that pupils' knowledge, as well as skills, is assessed more carefully. Pupils are not developing an understanding of how to determine the utility or reliability of historical sources in the context of a specific question. Older pupils have too few opportunities to engage with key historical debates when completing extended writing.

Evidence

During this visit I met with you, other senior and subject leaders, and a group of teachers to talk about the history curriculum. I visited lessons and met with a group of pupils to talk about their history learning. I evaluated work in pupils' books. I examined curriculum planning and other relevant documentation.

Context

Kempston Rural Primary is an above average-sized primary school. The majority of pupils are White British. The proportion of pupils who are disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of pupils who speak English as an additional language is in line with the national average.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the Director of Children's Services for Bedford Borough Council. This letter will be published on the Ofsted website.

Yours sincerely

Jason Howard

Her Majesty's Inspector