

Inspection of Kettering Park Junior Academy

Wood Street, Kettering, Northamptonshire NN16 9SE

Inspection dates:

28–29 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

The vast majority of pupils enjoy coming to the school and feel safe. Staff promote the school's values of 'pride, achievement, responsibility and kindness' (PARK) well. Pupils enjoy attending a wide mixture of clubs and activities. There are many interesting trips out and visitors to the school. Pupils take an active role in the local community. They enjoy raising funds for many different charities.

Most staff have high expectations. However, some pupils do not behave as well as they should when playing outside and when in lessons. Pupils told us this can be distracting and can stop them from learning. Bullying is rare. When it does occur, staff usually stop it quickly.

Leaders have not considered what pupils have learned at the linked infant school. Subjects are therefore not as well planned and sequenced as they should be.

Staff cater very well for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Pupils with social and emotional needs are also very well looked after. Staff care for these pupils sensitively, especially in 'the nest'.

The majority of parents and carers have positive views of the school. One parent commented, 'My child is always happy going into school and loves learning!'

What does the school do well and what does it need to do better?

Senior and subject leaders have planned and sequenced the curriculum from Year 3 to Year 6. These plans show clearly how each subject is being covered and sequenced. However, leaders have not considered what content pupils have learned before Year 3.

Leaders responsible for phonics and mathematics are new to role. They have made a good start. They are introducing a new phonics programme and mathematics curriculum. They are ensuring that staff receive the training they need. Appropriate resources are available. Staff use them well. Both leaders know staff need more training to embed these new approaches fully.

The teaching of reading is a strength. Pupils enjoy reading and do so often. The 'reading race' competition encourages pupils to read at home. Pupils use the well-stocked library frequently. Their reading books are at the correct level of challenge. Teachers plan daily reading lessons. These help pupils to learn new words and to think carefully about the texts. In Year 3, pupils could find the evidence to show that a character in a story cared about animals.

Teachers use assessment wisely. In mathematics, pupils receive daily quizzes to remind them of earlier learning. Pupils in Year 6 experience end-of-unit tests. These allow teachers to alter their planning to focus on any areas of weakness.

The curriculum caters for all pupils, including disadvantaged pupils and those with SEND. This is particularly the case in science and geography. The leader for pupils with SEND has high expectations of what the pupils can achieve. Teachers know that some pupils need extra help and support.

The curriculum caters for pupils' personal development well. There are opportunities for pupils to take on extra responsibilities. These include being members of the school council, and being 'playmakers', who set out equipment at lunchtimes. A hall display encourages pupils to be resilient. One pupil had written, 'Failure isn't bad, but quitting is!' Pupils understand diversity and different faiths and cultures. Pupils in Years 5 and 6 experience African drumming and Bhangra dancing. Pupils are being prepared well for life in modern Britain.

Some staff and parents have concerns about pupils' behaviour. They told us that when a pupil does behave poorly, it is not always dealt with well. Some pupils echoed this view.

The relatively new governing body is a strength. The governors are well trained and have a good mixture of skills and experience. They receive valuable information from the headteacher. They hold senior leaders to account.

School leaders are sensitive to the workload of staff. For example, they have recently reduced the number of times staff must assess pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received a wide range of safeguarding training. They can spot the signs of county lines drug trafficking and child sexual exploitation. Staff are aware of gang terminology. They have read the latest statutory guidance. The safeguarding leaders and family support worker keep detailed safeguarding records. They contact other agencies promptly if extra support is needed. These include: social care; the school nurse; and the local authority early help and attendance teams.

All the necessary checks are made on adults before they can work or volunteer at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Senior leaders have not ensured that pupils' prior learning has been considered when planning the curriculum from Year 3. Leaders do not know the knowledge and skills that are being taught in earlier year groups. Leaders should ensure that curriculum planning considers what pupils have previously learned. This will

ensure that there are no gaps in pupils' learning and that content is not missed or repeated unnecessarily.

- Some pupils do not behave well enough. Not all staff deal with poor behaviour effectively. Consequently, pupils can be distracted from their learning and find it difficult to concentrate. Leaders should ensure that all staff have high expectations of pupils' behaviour and that they implement the school's behaviour policy consistently.
- The approaches to teaching mathematics and phonics are new. Staff are not yet sufficiently confident in teaching these subjects. Leaders should ensure that staff understand how best to implement these new approaches, so that pupils know and can do more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144393
Local authority	Northamptonshire
Inspection number	10121297
Type of school	Junior
School category	Academy sponsor led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	Board of trustees
Chair of trust	Gaynor Crute
Headteacher	Ann Walker
Website	www.ketteringparkjunior.com
Date of previous inspection	20–21 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school joined the INMAT trust in May 2017.
- The school has recently experienced a turbulent time with staffing. Many teachers and leaders are new to their roles and to the school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher and the leaders responsible for pupils with SEND, English, mathematics, geography and science. We held meetings with staff, including support staff, representatives from the trust and five governors including the chair. We met with pupils and parents. We considered responses to Ofsted's staff, pupil and parent surveys.
- We looked closely at the quality of education in phonics and early reading, writing, mathematics, geography and science. We talked with the subject leaders, visited lessons, talked with pupils and teachers from those lessons we visited and looked at work in pupils' books.

- When inspecting safeguarding, we met with the safeguarding leaders, family support worker and several members of staff. We considered the school's safeguarding policy, training certificates and records of safeguarding concerns.
- We examined a wide range of documentation including the school's development plan and self-evaluation, curriculum plans and information relating to pupils' attendance and behaviour.

Inspection team

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