

Inspection of Kettering Park Infant Academy

Park Avenue, Kettering, Northamptonshire NN16 9RU

Inspection dates: 26–27 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their school and themselves. Parents and carers agree, with one saying, 'My children really enjoy attending school. They always come home happy to talk about their day.' Staff build positive relationships and get to know every pupil.

Pupils are polite and friendly. They say, 'thank you' and 'excuse me'. We saw children in the early years hug each other as they worked together to build a rocket. Pupils behave well and feel safe in school. They do not worry about bullying. They know that teachers sort it out quickly.

Pupils enjoy experiencing new things. They visit Rockingham Castle, the National Space Centre and take part in 'Muddy Mondays' and 'Forest Fridays'. Pupils fundraise to support the 'pledges' they make. They use this money to do special things like visiting the sweet shop!

Pupils know that their school is improving. However, not all pupils get a good deal. Some disadvantaged pupils do not come to school enough. They do not achieve well in reading and writing. Pupils do not yet receive a good quality of education in all subjects. Children in the early years do not always get off to a good start when learning to read.

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

The new and effective senior leadership team is starting to turn the school around. Senior leaders have worked determinedly to improve pupils' behaviour and the quality of education that pupils receive in writing and mathematics. Improvements in these areas are clear to see. Due to significant staffing changes, some weaknesses are yet to be addressed. The school is on a journey to ensure that all pupils receive a good-quality education, but it is not there yet.

Leaders know what they want pupils to learn and by when in phonics. Teachers deliver this knowledge effectively in Years 1 and 2. Pupils achieve well. They enjoy reading in lessons and at lunchtimes. One pupil really enjoyed reading *The Magician's Nephew* by C.S. Lewis. However, children in the early years have significant gaps in their phonic knowledge. Teachers move through the phonics programme too quickly for these children. They do not check well enough that children remember what has been taught already before moving on to new letters and sounds. Some children struggle to read simple words. Leaders work hard to develop children's interest in books. Parents enjoy coming to Friday morning reading sessions with their children.

Leaders have worked hard to ensure that teachers know what knowledge needs to be taught in writing and mathematics. They have used high-quality training to increase teachers' expectations of what pupils can learn and do. Most pupils' work in these subjects is improving over time. They are particularly proud of their handwriting. Leaders know that there is more to do to improve the achievement of

disadvantaged pupils in writing. Teachers provide good opportunities to develop mathematical knowledge in the early years. We saw children using practical apparatus to help them to identify numbers and shapes quickly.

Curriculums in some foundation subjects, including in art and in science, are underdeveloped. Leaders have not yet identified the most important knowledge they want pupils to gain and when. Some subject leaders are new to role and have not received enough training and support. Pupils enjoy science and art lessons. Some can use scientific language, such as 'prediction'. Pupils talk about the work of famous artists, such as Paul Klee. Children in the early years use different materials to make pictures and models. They visit the local park to gain knowledge about the seasons. There is more to do to make sure that all pupils and children achieve well in these subjects.

The provision for pupils with special educational needs and/or disabilities (SEND) is improving. Leaders have made sure that teachers know how to adapt lessons effectively so that pupils with SEND achieve more highly. However, some teaching assistants do not know the best ways to support the pupils they work with.

Leaders ensure that pupils learn about different faiths, such as Hinduism and Judaism. Pupils enjoy running for election on the school council. This helps them to understand democracy. Some disadvantaged pupils do not get enough opportunities to develop their interests. Quite often, these pupils do not attend clubs or sporting events.

Leaders have improved pupils' behaviour. It is now good throughout the school. Pupils are engaged in learning and want to do well. They enjoy working their way up to the 'pot of gold' on the behaviour chart.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that the safety and well-being of pupils is a top priority. They ensure that staff are well trained and know the signs that a pupil may be at risk of harm. Leaders act quickly when concerns arise. They make timely referrals to external agencies so that pupils and families get the help they need. Records of safeguarding concerns are very well documented.

Pupils learn how to stay safe. The local police officer visits to talk about road safety. Firefighters visit to help pupils understand what to do in case of a fire.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not provide a good quality of education in all subjects. The curriculums for science and some foundation subjects are underdeveloped. In

these subjects, pupils do not gain sufficient knowledge over time. Senior leaders must ensure that it is clear in each subject what the most important knowledge is that pupils should learn, and by when. Subject leaders should ensure that there is effective implementation of the curriculum in their subjects, so that all pupils achieve well in these subjects.

- Disadvantaged pupils do not attend regularly enough. Some do not develop talents or interests well enough. Disadvantaged pupils do not achieve as well as other pupils in some subjects, particularly reading and writing. Leaders must ensure that these pupils attend regularly so that they catch up and keep up. They should ensure that these pupils can access a wider range of extracurricular provision.
- Some teaching assistants' subject knowledge is not consistently strong. They do not always know the best ways to help pupils to understand lesson content, particularly those pupils with SEND. Leaders should ensure that teaching assistants have the necessary subject knowledge to explain concepts better and to develop pupils' understanding.
- Teachers in the early years do not understand what phonic knowledge children should gain and by when. Teachers have moved through the planned programme too quickly without checking what children have remembered. Some children have significant gaps in their phonic knowledge. They struggle to access learning in phonics lessons and read the books they are given. Leaders should ensure that children develop their phonic knowledge effectively, so that they can read well and prepare for Year 1.

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	144176
Local authority	Northamptonshire
Inspection number	10121179
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	Board of trustees
Chair of trust	Linda Brooks
Headteacher	Sue Lane (Executive Headteacher) Sarah Powell (Head of School)
Website	https://ketteringparkinfantacademy.co.uk
Date of previous inspection	Not previously inspected as an academy

Information about this school

- Kettering Park Infant Academy converted to become an academy school on 1 April 2017. When its predecessor school, Kettering Park Infant School, was last inspected by Ofsted, it was judged to require improvement overall.
- There have been significant changes to the senior leadership team since September 2019. A new executive headteacher, head of school and assistant headteacher have been appointed. Four new teachers joined the school at the same point.
- The school has a before-school club that is managed by the board of trustees.

Information about this inspection

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

- We met with the executive headteacher, head of school, subject leaders, the special educational needs coordinator, four members of the local governing body, one member of the board of trustees and the chief executive officer of the trust.

- We looked closely at the quality of education in reading, mathematics, writing, art and science. We visited lessons, looked at pupils' work, listened to pupils read and spoke with pupils and teachers about their lessons.
- We looked at a wide range of documents, including those relating to safeguarding, behaviour, and the school's plans for improvement and curriculum development. We considered information about pupils' achievement from published information and looked at information on the school's website.
- We took account of the 29 responses to Parent View, Ofsted's online questionnaire. There were 21 responses to the staff survey. There were 25 responses to the pupil survey.

Inspection team

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