

# Inspection of Kenyngton Manor Primary School

Bryony Way, Off Beechwood Avenue, Sunbury-on-Thames, Surrey TW16 7QL

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Inspection dates: 8 and 9 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy coming to Kenyngton Manor. It is a friendly and welcoming school where pupils feel safe, happy and cared for. Pupils rise to the challenges presented in the school's ambitious curriculum. They enjoy learning. They are enthusiastic and work hard during lessons.

The school's seven 'wholehearted habits' of kindness, respect, tolerance, aspiration, courage, responsibility, and confidence are important to pupils. They try hard to show each one in their daily lives. As one pupil said, 'they make the school a better place'.

Pupils learn how to talk about and manage their feelings. They know that their mental health is important. Pupils know what to do if they are feeling angry, sad or anxious. 'The Cosmos' is a place they can visit if they need to calm down or they want to ask an adult for help. Pupils learn breathing strategies that they find helpful and calming.

Bullying is rare, but sometimes pupils can be unkind. When this happens, teachers always sort it out quickly. A small number of pupils reported that, despite this, some incidents of unkindness are not always completely resolved.

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

Leaders are passionate about delivering a high quality of education. With support from the trust, they aim to 'bring out the best' in all pupils. Leaders have developed an ambitious curriculum. In most subjects they have carefully thought about what they want pupils to study. They have ordered the content logically so that it builds pupils' knowledge and skills over time. Leaders have not yet finished their work to refine the curriculum in some subjects. They still have some work to do to make sure that the important content is organised and taught really effectively. Staff are dedicated. They work as a team with leaders to continually improve and refine the curriculum and its delivery.

In mathematics, children make a strong start in learning the basics of number. As pupils move through the school, they continue to build on their prior learning well. Teachers use resources effectively to help children and pupils understand important mathematical concepts. Pupils have regular opportunities to practise and apply their knowledge. This helps them to remember what they have learned.

Ensuring pupils become confident and keen readers is a priority in this school. To address this, leaders introduced a new phonics programme this academic year. Leaders have trained all staff in the new scheme. It is delivered effectively overall. The teaching of phonics is carefully sequenced. Teachers give children and pupils books to practise the sounds they have learned. Children secure the basics of

reading quickly. Pupils develop the knowledge and skills they need to read fluently and competently.

Staff get to know all children and pupils well. They carefully check what pupils can do and what they have remembered of the curriculum. In most subjects, pupils do well, including those who have special educational needs and/or disabilities (SEND). Staff ensure that pupils with SEND get the help they need. These pupils are supported well in lessons so that they benefit from the same ambitious curriculum as other pupils. In some subjects, pupils sometimes find it hard to remember the important things they have learned. They struggle to use what they have been taught previously when learning something new.

Pupils mostly listen carefully and concentrate during lessons. Occasionally, they can lose interest and become distracted. Teachers are usually quick to deal with it and re-engage pupils in their learning.

Leaders consider how the wider curriculum promotes pupils' personal development carefully. Leaders have developed a programme of assemblies that teach pupils about a range of important aspects. For example, pupils learn about different cultures and religions. They take time to think about topics such as human rights, diversity and racism. Pupils are respectful and accepting of people's differences. There are a wide range of activities and opportunities that enrich the school's curriculum. For example, pupils take trips to museums and places of worship. They enjoy a range of after-school clubs, including French, board games and football.

Leaders have established a range of ways to communicate with parents. However, there are a very small minority of parents who do not think that communication is as good as it could be. Leaders have recently taken steps to strengthen their communication with parents even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make pupils' safety and welfare their top priority. Leaders train all staff so that they know what to do if they have a concern about a child's welfare. Leaders respond swiftly and rigorously to all concerns reported. They work tirelessly to make sure that pupils and their families get the help they need.

Through the curriculum, pupils learn how to keep themselves safe, including when online. Leaders arrange visitors to the school who help to reinforce important messages. Pupils know who to talk to if they are worried. They trust that staff will give them the help they need.

## **What does the school need to do to improve?**

**(Information for the school and appropriate authority)**

- The school's curriculum is not yet as effective as it could be in some subjects. Leaders have not selected all of the knowledge that pupils need to learn from Nursery to Year 6. Leaders need to make it clear exactly what children and pupils are expected to know and be able to do in these subjects and in which order this will be taught. It is clear from leaders' actions that they are well underway with their work to refine the curriculum, but there is still more to do. For this reason, the transitional arrangements have been applied.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	140348
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10211035
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Wilson
<b>Principal</b>	Lee Herdman
<b>Website</b>	<a href="http://www.kenyngtonmanor.org">www.kenyngtonmanor.org</a>
<b>Date of previous inspection</b>	23 and 24 November 2016, under section 5 of the Education Act 2005

## Information about this school

- Children are taught in the nursery in two classes, one for two-year-old children and one for three-year-old children.
- The school is not currently using any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with senior leaders, staff and pupils. The lead inspector met with the chief executive of The Howard Partnership Trust, a representative from the board of trustees and the chair of the school's local governance board.
- Inspectors carried out deep dives in these subjects: design and technology, early reading, French, geography, mathematics and science. For each deep dive

inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also listened to pupils read.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To inspect the school's safeguarding arrangements, inspectors met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records. The inspectors also talked to a range of staff and pupils.
- Inspectors met with pupils from different year groups to talk about their learning and experiences at school.
- The views of staff, parents and pupils were gathered through discussions and Ofsted's online surveys.

### **Inspection team**

Leah Goulding, lead inspector	Ofsted Inspector
Debbie Bennett	Ofsted Inspector
Clare Wilkins	Ofsted Inspector

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