

# Inspection of Kenninghall Primary School

School Close, Kenninghall, Norfolk NR16 2EJ

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Inspection dates: 10 and 11 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Kenninghall Primary School is a happy and safe place. Pupils closely follow the school's values of being amazing, brave and curious. From when they start in early years, they talk to adults with enthusiasm and confidence about how much they enjoy their learning.

Behaviour is positive. In lessons, pupils are alert and focused. Clear routines and high expectations help them to be calm around the school. Pupils learn to be kind to each other. They say that bullying never goes beyond very minor annoyances. These get resolved quickly.

Pupils develop their self-confidence and sense of responsibility. For example, Year 6 pupils regularly lead other year groups in 'circle time' discussions about well-being. This helps older children develop their leadership skills and empathy. Younger pupils and children in early years feel supported and part of a caring community.

Pupils enjoy a range of opportunities to broaden their horizons beyond their local context. For instance, they visit museums in Cambridge. Activities help them build on what they learn in the classroom. One example of this is a Stone Age event on the school field. Recalling this, Year 4 pupils eloquently discussed different theories for the existence of Stonehenge.

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

Leaders have developed an ambitious and well-considered curriculum. They identify the most important knowledge that pupils should learn. Leaders break this down, and ensure it builds on what pupils already know. This is also true in the early years.

Children in Reception mostly build up rich knowledge, including those with special educational needs and/or disabilities (SEND). For example, when they learn through play, they confidently use the mathematical language they have been taught. While this is the case, in a very few instances the curriculum does not prepare children for key stage 1 as securely as it might. Leaders know this and are addressing it.

Teachers are effective at implementing the curriculum. They are knowledgeable and well-trained. Teachers deliver activities that help pupils understand and remember the key content. Staff know how to support pupils with SEND well so they can access the same curriculum as others. Adults in the early years are skilful at using interactions to help children develop their vocabulary. Teachers assess learning effectively. As a result, pupils know more and can do more over time. Pupils in Year 1 describe how litter gets into rivers and oceans and damages whales. In Year 6, they write well-argued essays about the consequences of World War I.

Subject leaders are new in their roles. They have worked closely with leaders and the trust to develop the curriculum. They are not as confident as they might be in monitoring how well this is being put in place across all year groups. This means that

while the curriculum is effective at helping pupils learn what they need to, it is more successful in some areas than others.

Leaders place a high priority on reading. They make sure the phonics programme is well delivered. Children learn sounds as soon as they start school. Pupils remember and use the sounds they learn. If they fall behind, they get effective support to catch up. Early readers, including those with SEND, quickly learn fluency. Staff help them build their understanding and vocabulary. Consequently, pupils' enjoyment of reading is palpable. A flavour of typical comments when reading a new book was, 'I can't wait to read the entire series. This is like entering a new world.'

Leaders have established high expectations for behaviour. Staff, from Reception to Year 6, follow leaders' expectations consistently. Leaders identify any social and emotional needs of pupils with SEND accurately, which supports pupils to behave well. Leaders address the underlying causes of any misbehaviour. As a result, disruption to learning is rare.

The curriculum teaches pupils to be ready for life in a changing world. Pupils develop a strong understanding of modern life, such as about democracy. They learn to understand differences between people. Pupils talk passionately about how discrimination is wrong.

Governors work well with the trust to support and challenge leaders. Governors have probed leaders' work on equalities and safeguarding and helped them make improvements. The trust knows and supports the school well. It has been effective at helping leaders put in place a strong curriculum.

Most parents are very positive about the school. However, a few feel leaders could engage with them more supportively. Leaders know they could involve parents more successfully in some areas, such as reading and healthy eating.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff get regular, up-to-date training. This means staff are alert to potential concerns, such as abuse.

Leaders know the risks pupils face. Leaders ensure pupils understand about county lines, and traffic safety. Leaders pay close attention to any risk pupils with SEND may face, and make sure they are safe. Leaders have taught pupils extensively about online risks. As a result, pupils know how to stay safe, such as when on social media. They know to share concerns with staff, and that staff will support them well.

Leaders deal appropriately with safeguarding cases. They check thoroughly that their actions are effective.

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

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

- In a very few instances, the curriculum for early years is not closely enough linked to what pupils learn in key stage 1. This means that children in early years are, in a small number of areas, not as well-prepared for their next stage as they might be. Leaders should ensure the early years curriculum provides children with the knowledge they need to be securely ready for their learning in key stage 1.
- Subject leaders are new to role and do not know how to monitor the curriculum as closely as they might. Because of this, although the curriculum is effective at supporting pupils to achieve well, in some areas it does this slightly better than others. Leaders should train subject leaders so that they know how to check how well the curriculum is being taught in all year groups and how to support teachers with any potential improvements they can make.
- Leaders have not done everything they could to involve parents in the day-to-day life of the school. This means that a small proportion of parents feel that leaders could engage with them better. Leaders should review how they communicate with parents and involve them in school life so that as many parents as possible feel engaged, and know how to support their children even better with their education.

## 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>	145304
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10227590
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Neil Collins
<b>Headteacher</b>	Sasha Furze
<b>Website</b>	<a href="http://www.kenninghallprimaryschool.com">www.kenninghallprimaryschool.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The executive headteacher as appointed in September 2021. She was appointed executive headteacher for another local primary school at the same time.
- The head of school was appointed in September 2021.
- The chair of governors was appointed in January 2021.
- The school is part of the Enrich Learning Trust.

## 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. The inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- Inspectors held meetings with the chief executive officer the trust, senior leaders, other leaders, staff and pupils.
- The lead inspector met with the chair of governors and one other governor.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. In early reading, this took the form of listening to pupils reading to a familiar adult.
- To inspect safeguarding, inspectors checked the school's single central record, considered its safeguarding policy and procedures, and spoke to leaders, staff, parents and pupils.
- Inspectors reviewed the 26 responses that were submitted by parents to Ofsted's online questionnaire, Parent View, and the same number of free-text responses submitted during the inspection. Inspectors considered the 14 responses to the staff survey, and the 26 responses to the pupil survey.

### **Inspection team**

Charlie Fordham, lead inspector

Her Majesty's Inspector

Emma Breckenridge

Ofsted Inspector

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