

Inspection of Kempston Rural Primary School

Martell Drive, Kempston, Bedfordshire MK42 7FJ

Inspection dates: 21 and 22, and 29 November 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are happy and enjoy learning at Kempston Rural. Their attendance is high. They welcome newcomers and visitors warmly. Pupils are proud of their school and their achievements. They treat others with kindness and respect.

Pupils behave exceptionally well, in and out of lessons. They are motivated and enthusiastic learners. This begins in the early years. Here, children quickly learn how to play and learn alongside others. Lessons flow smoothly, and little learning time is lost. At playtimes and lunchtimes, pupils play and socialise with one another very well. Everyone gets on well together. Disagreements are very rare. Pupils are well cared for and kept safe. They know that staff will help with any worries.

Staff are ambitious for pupils' academic achievement. Pupils strive to do their best. Many achieve well. Pupils enjoy learning the school's broad and interesting curriculum. They leave well prepared for learning at secondary school.

Pupils learn about rights and responsibilities. They respect and celebrate differences. Pupils' actions reflect how they try to be 'useful and kind' in all that they do. They enjoy earning and spending their 'Kempston Coins' for the jobs that they do in the school community. They learn that 'you don't get something for nothing'.

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

The school has constructed a well-thought-through curriculum. The school's curriculum plans set out the knowledge that pupils will learn in each subject, from one year to the next, in a logical order. This helps teachers plan sequences of lessons that build on what pupils already know and that revisit important learning. In most subjects, where these plans are well established, pupils achieve well. In a few subjects, these plans are new. The school introduced them because pupils could do even better in these subjects. However, it will take time for these plans to make the difference leaders intend.

Teachers encourage pupils to think about what they are learning and how it links to what they already know. They check pupils' understanding and ensure that any misconceptions are addressed. Occasionally, teachers do not ensure that pupils' written work, in subjects other than English, reflects the true depth of their understanding.

The school ensures that the teaching of reading is a high priority. Staff have the expertise needed to teach reading and phonics effectively. Children in the Nursery class are introduced to a range of stories and rhymes. They learn to explore different types of books and retell stories. Pupils are supported to read with fluency and understanding. They apply their phonics knowledge well. Teachers are quick to spot pupils who struggle with reading. They make sure pupils get the help they need so that almost all pupils catch up if they fall behind. The school thinks carefully

about the books that teachers read with their classes. Pupils get to read a wide range of high-quality texts that widen their horizons. Many pupils develop a genuine love of reading.

Most pupils with special educational needs and/or disabilities (SEND) are supported to learn the curriculum successfully. However, staff do not identify some pupils' needs precisely enough. This means teachers do not provide the support that will help some pupils with SEND to make the most progress possible in their learning and independence. The school does not always share what it is doing to support pupils with SEND effectively with parents.

The school ensures that pupils have opportunities to develop their character. Through earning 'Kempston Coins,' pupils develop attributes such as resilience and learn about the world of work and the responsibilities that come with it. A variety of clubs and activities, which are accessible to all, allow pupils to follow their interests and talents. This is reflected in pupils' positive behaviour and strong relationships. Pupils use democracy to improve the school and support the local community. Pupils' learning about some aspects of relationships, sex and health education is more recent. This means that they have had fewer opportunities to learn about the signs, symptoms and solutions to unhealthy relationships, for example.

The school's work to promote pupils' good behaviour and their positive attitudes to learning is a particular strength. Children in the early years learn to follow sensible rules and routines. They understand why these are important. Pupils understand the expectations for how to behave and treat others. They take responsibility for their own behaviour. They learn to make the right behavioural choices.

The school ensures that staff develop their expertise so that they can improve and ensure that pupils receive an even better quality of education. Changes are made in pupils' best interests. Governors provide an appropriate balance of challenge and support to leaders. They recognise what could be even better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The needs of some pupils with SEND, and in particular for some who do not have an education, health and care plan, are not identified precisely. This means that outcomes and targets that are set and the provision put in place are not fully effective in meeting pupils' specific needs. The school does not always communicate effectively with parents about the provision that it is providing for these pupils. The school should ensure that the needs of all pupils with SEND are identified precisely so that appropriate provision and adaptations to the curriculum are made.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109463
Local authority	Bedford
Inspection number	10267859
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair of governing body	Neil Dodson
Headteacher	Angela Stanbridge
Website	www.kempstonrural.beds.sch.uk
Dates of previous inspection	22 – 23 April 2010, under section 5 of the Education Act 2005

Information about this school

- The school moved into a new building in 2014. The number of pupils on roll has substantially increased since the previous inspection.
- The school has nursery provision for children aged three and above. This was not in place at the time of the previous inspection.
- The school does not make use of any alternative provision.
- The deputy headteacher has been acting as special educational needs and disabilities coordinator (SENDCo) since March 2023 in the SENDCo's absence.

Information about this inspection

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

- Inspectors first visited the school on 21 and 22 November 2023. Ofsted deemed that further evidence was required to secure the inspection judgements. As a result, this inspection was deemed 'incomplete.' Two of His Majesty's Inspectors visited the school on 29 November 2023 to gather more evidence about the

quality of education for pupils with SEND and the quality of personal development education.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, physical education, science and design technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum planning and pupils' work in a number of other subjects. This included looking at the quality of education for pupils with SEND across the curriculum.
- Inspectors reviewed a range of documents provided by the school. These included the school improvement plan, the school self-evaluation document, curriculum documentation, support plans for pupils with SEND and school policies. Inspectors also considered reports from external agencies that were provided for review.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered 64 responses, including free-text comments, submitted to Ofsted's online questionnaire for parents and carers, Ofsted Parent View. Inspectors also considered the 32 responses to the staff survey.
- Over the three days of inspection activity, inspectors met with pupils from different year groups to talk about their learning and experiences at school. Inspectors also spoke to pupils when visiting lessons.

Inspection team

Pamela Finch, lead inspector	His Majesty's Inspector
Luke Wildig	Ofsted Inspector
Lucille Pollard	Ofsted Inspector
Paul Wilson, lead inspector	His Majesty's Inspector
Dan Lambert	His Majesty's Inspector

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