

Inspection of a good school: Kenningtons Primary Academy

Tamar Drive, Aveley, South Ockendon, Essex RM15 4NB

Inspection dates:

5 and 6 December 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Jo Sawtell-Haynes. This school is a single academy trust, which means the trust also has responsibility for running the school. The board of trustees is chaired by Sarah Sayers.

What is it like to attend this school?

Pupils are incredibly positive about their school. They speak animatedly about the care and support they receive from adults. They love the wide range of opportunities on offer, including regular trips. Pupils spoke with enthusiasm about their visit to the Tower of London, which brought to life their learning about the Tudors.

Adults have high expectations of what pupils should achieve. Pupils respond accordingly. Pupils are, rightly, very proud of how well they do across a wide range of subjects.

Pupils of all ages get along very well together. They develop good friendships and support one another to do well. Pupils show high levels of community spirit. They look after their environment and each other. Pupils fulfil their leadership responsibilities highly effectively. Some pupils serve their peers healthy food from the salad bar at lunchtime. Other pupils are responsible for allocating games at playtime or running the school library.

Pupils consistently behave extremely well in lessons and social time. They work hard and enjoy the many opportunities they are given to have fun. From early years, pupils like to be active. They play very well together. Pupils like participating in sports and games, such as basketball and football.

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

School leaders have worked collaboratively to design an ambitious curriculum that supports pupils to achieve highly from their start in Nursery. The school has high

expectations for what pupils should achieve. They have planned a curriculum that meets this ambition. For example, in history, pupils in Year 2 learn about Africa. They then build on their understanding in greater depth when they learn about the Windrush in Year 6.

Teachers deliver well-designed lessons that ensure pupils develop a secure understanding of the curriculum. As pupils progress through the curriculum, they develop a deep knowledge and breadth of skills across a wide variety of subjects. Teachers are confident at checking what pupils know and can do. They do this in a variety of ways. It can include testing before starting a new topic or frequent questioning in class. If a pupil is excelling, teachers provide them with further opportunities to practise their learning. Similarly, if a pupil has difficulty with their learning, adults are quick to spot it. Staff then provide prompt support to ensure pupils do not fall behind.

From early years, staff skilfully support children to develop their reading. Younger children listen to rhymes and songs. In Reception, children start to learn phonics from well-trained adults. Pupils quickly gain the skills needed to become confident readers. If anyone falls behind, adults promptly intervene and ensure pupils receive effective intervention to keep up. Once pupils move beyond the phonics programme, the reading curriculum remains ambitious. Pupils read regularly. They are knowledgeable about a wide range of books and become fluent readers.

The school has effective processes in place to identify pupils with special educational needs and/or disabilities (SEND). Adults provide pupils with appropriate adaptations to lessons where needed. This ensures that pupils build a secure understanding of the topic and do not develop misconceptions. A small number of younger pupils access a bespoke provision called The NEST. They are given work that is well matched to their needs. They benefit from close adult supervision and support. Adults ensure pupils achieve well based on their different starting points.

The school has created a culture where education is highly valued. From early years, children are taught effective routines. They learn to get along well with each other and to manage their feelings. This ensures they are well prepared for Year 1. Pupils are proud of their school and behave exceptionally well. They are very considerate and display high levels of respect for others. As one younger pupil said, 'We learn about other religions. I am Christian, and she is Muslim. Everyone gets along really well.' The school benefits from good relationships with parents. This has helped to ensure that pupils' attendance remains high.

The school's provision for pupils' wider development is exceptional. All year groups experience a range of trips which are closely aligned with the curriculum. Visits to an Anglo-Saxon village and the British museum are very popular. Clubs, such as choir and multi-sports, are well attended. In each year, pupils further enhance their skills by achieving a different accreditation, such as Makaton signing in Year 2 and touch typing in Year 3.

Governors know the school well and provide appropriate support and challenge to leaders. Staff and parents are extremely positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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 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	138735
Local authority	Thurrock
Inspection number	10295055
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	Board of trustees
Chair of Trust	Sarah Sayers
Headteacher	Jo Sawtell-Haynes
Website	www.kenningtonprimaryacademy.co.uk
Date of previous inspection	12 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a stand-alone academy.
- The school currently uses one registered alternative provider.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector 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.

- The inspector also discussed the curriculum, visited lessons, and reviewed pupils' work in music, design and food technology, art and English.
- The inspector reviewed the curriculum and met with staff with responsibility for children in early years as well as visiting Nursery and Reception classes.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector met with the chair and vice-chair of governors and reviewed documentation relating to governance and school improvement.
- The inspector reviewed behaviour and attendance records and observed pupils' behaviour around site.
- The inspector scrutinised documentation and met with leaders to discuss the school's approach to pupils' personal development.
- The inspector met with the special educational needs coordinator and reviewed documentation relating to pupils with SEND as well as the school's use of alternative provision.
- The inspector considered responses to the parent survey, Ofsted Parent View, including free-text comments. She also reviewed responses to Ofsted's staff survey and pupil survey.

Inspection team

Bessie Owen, lead inspector

His Majesty's Inspector

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