

Inspection of Kettering Park Junior Academy

Wood Street, Kettering, Northamptonshire NN16 9SE

Inspection dates: 27 and 28 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Ann Walker. This school is part of INMAT multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Williams, and overseen by a board of trustees, chaired by Linda Brooks.

What is it like to attend this school?

Kettering Park Junior has a renewed ambition for all pupils to achieve well. All staff unite behind the school's vision. The Park values of pride, achievement, responsibility, and kindness guide pupils in their choices of how to behave and their attitude to learning. These values raise aspirations and develop a sense of pride in being part of the school. Pupils appreciate the rewards they receive for demonstrating these values. Pupils warmly greet visitors. They are keen to share the things they enjoy about the school.

Pupils behave well. The consistent approach to managing behaviour helps pupils understand how to make the right choices for themselves. Pupils value the opportunity to learn from their mistakes. They are supportive of each other and help one another to resolve any issues. Pupils play and get on well together.

Pupils have a strong sense of moral purpose. They learn the significance of British values and demonstrate a mature awareness of tolerance and respect. As one pupil typically stated: 'Everyone is treated the same here. There are no outsiders here.' Visits to places such as the Holocaust Museum and the local Blitz Tea Rooms provide an understanding of pupils' responsibility as citizens. Pupils aspire to be 'the best version of themselves'.

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

The school works hard to ensure that all pupils can read well. Whenever pupils fall behind with their reading, swift analysis identifies the support they need. The support pupils receive ensures that they soon catch up. High-quality texts enable pupils to develop a rich variety of vocabulary. Carefully delivered lessons ensure that pupils learn the nuances of reading. The reading curriculum builds pupils' understanding of texts over time. Pupils read regularly. They talk positively about their time in the school library. Adults read with enthusiasm and excitement in class. Pupils develop a love of reading.

Pupils enjoy their mathematics lessons. Teachers carefully select resources to support learning. They make suitable adaptations so that all pupils access the lesson. Where pupils struggle, the support teachers provide is personal and demonstrates strong subject knowledge. Regular checks on what pupils know and remember ensure that pupils keep up. Pupils achieve well in mathematics.

The broader curriculum is well planned. The school focuses on building up knowledge over time. It ensures that there are close links with what pupils have learned in the feeder infant school. Teachers have the requisite knowledge to teach the curriculum. Teachers make adaptations to support pupils with a special educational need and/or disability (SEND). In a few subjects, strong links are not always made with prior learning. This means there are gaps in some pupils' knowledge. Where subjects are more developed, systematic checking of learning makes sure that teachers fill any gaps in knowledge. The school's approach to

teaching, 'I do, we do, you do', helps model learning. Pupils achieve well over time. In a few subjects, the school has not checked on how the curriculum is being delivered. This means there are inconsistencies and not all the curriculum is being delivered as it was intended.

The school is passionate for pupils with SEND, and those who are disadvantaged, to achieve well. The school knows these pupils well. Teachers have the knowledge needed to support these pupils effectively in lessons. Pupils with SEND make good gains in their learning.

Pupils know how to keep themselves healthy by eating the right food and exercising regularly. They have a clear understanding of how to keep themselves safe online. They enjoy the wide range of clubs available such as curling, archery, arts and crafts, Taekwondo and choir. The residential visits encourage pupils to explore their talents and challenge themselves in different environments. Enterprise opportunities enable pupils to explore the world of work. Pupils learn to look out for one another. There is a real sense of community at the school. Visits to places of interest enhance the curriculum. These trips and visits help broaden pupils' horizons.

Staff feel well supported. Governors and trustees place a high priority on pupil and staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent adaptations to the curriculum in a few subjects have meant that strong links are not always made with pupils' prior learning. This means there are gaps in some pupils' knowledge. The school should complete the work on the curriculum to ensure that pupils learn, and remember, the curriculum that the school intended.
- In a few subjects, the school has not checked on how the curriculum is being delivered. This means there are inconsistencies and not all of the curriculum is being delivered as it was intended. The school should make sure it checks on how the curriculum is delivered to ensure it has maximum impact.

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	144393
Local authority	North Northamptonshire
Inspection number	10288358
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	Board of trustees
Chair of trust	Linda Brooks
CEO of trust	Helen Williams
Headteacher	Ann Walker
Website	www.ketteringparkjunior.com
Dates of previous inspection	28 and 29 January 2020, under section 5 of the Education Act 2005

Information about this school

- Kettering Park Junior Academy joined the INMAT multi-academy trust on 1 May 2017.
- The school has a federated local academy committee that works over two schools.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and the special educational needs coordinator.
- Inspectors carried out deep dives in five subjects: reading, mathematics, science, history, and design and technology. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for religious education, writing and personal, social, health and economic (PSHE) education.
- The lead inspector met with four trustees including the chair and two members of the local academy committee, as well as the chair.
- The lead inspector met with the chief executive of the trust and the academy improvement lead.
- Inspectors took account of the responses to the online questionnaire Ofsted Parent View, including free-text responses and Ofsted's survey for school staff. Inspectors spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils and spoke to staff and pupils. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Katie Towers	Ofsted Inspector
Elizabeth Mace	Ofsted Inspector

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