

# Inspection of Kinderley Primary School

Church Lane, Tydd St Giles, Church Lane, Wisbech, Cambridgeshire PE13 5LG

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Inspection dates: 30 April and 1 May 2024

<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	Requires improvement

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

Pupils at Kinderley Primary School are happy. Pupils of different ages work well together and show respect for one another. They like playing games together at lunchtime. Parents appreciate how their children enjoy their time at the school.

Pupils behave well in and out of class. They listen carefully to adults and each other. Older pupils say that behaviour has improved over their time at the school. There are now clear consequences if they make poor choices.

Pupils are confident that staff will deal with bullying if it happens. Pupils are happy going to staff with any worries.

Pupils appreciate the schools' high expectations for them and are proud of what they achieve. They value the different opportunities they are given. These range from robot wars to tag rugby.

Pupils feel safe and learn how to keep themselves safe. This includes how to stay safe online. They also learn how to be safe around water, given the number of dykes in the local area, with all pupils from Year 1 upwards having swimming lessons.

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

The school ensures that every pupil enjoys reading and develops the skills they need to be successful. This includes pupils with special educational needs and/or disabilities (SEND). Pupils develop their knowledge of reading through a structured, carefully ordered curriculum. This starts with the school's phonics programme, which is well established. Regular assessments check pupils' progress in reading. The school provides appropriate support or adaptations so that all pupils can develop their reading skills. This ensures that pupils master their learning before they move on to the next step.

In most subjects, work to improve the curriculum is well on the way to being completed. The school gives careful thought to the organisation of the curriculum. However, in a few subjects, the planned curriculum is not yet fully implemented. This means that some aspects of the curriculum have only just started to be taught. As a result, pupils have not gained as deep an understanding of some subjects as the school would like them to.

Teachers give clear explanations, pick up misconceptions and fill in gaps in pupils' learning. Pupils are able to explain what they have learned using technical vocabulary. For example, in science, pupils were confident describing the urinary and digestive systems.

The early years provision allows children to play, explore and be creative. It gives children opportunities to take calculated risks, such as making dens. The early years is inclusive and meets the needs of all children. Adults interact well with children to

reinforce learning and support their social development. For example, they encourage children's conversations with each other while playing passing games with them. Children are well prepared for key stage 1.

The school ensures that pupils with SEND are supported well. The school makes appropriate adaptations to meet pupils' specific needs. For example, teachers allow extra time between asking questions and expecting answers for pupils who struggle to process information. The school checks that the provision is effective and meets pupils' needs. Pupils with SEND make strong progress as a result.

Pupils behave well and are keen to learn. They listen respectfully to adults and to each other. The school has high expectations of behaviour, and poor behaviour is not tolerated. This includes bullying, homophobia and racism. If incidents of poor behaviour occur, the school is quick to deal with them.

The school focuses on promoting good attendance. There are effective procedures in place that encourage good attendance. The school is doing all it reasonably can to achieve the highest possible attendance while also supporting pupils with their social, emotional and mental health needs.

The school promotes pupils' personal development well. Older pupils enjoy going on a three-day residential trip. Pupils also have a voice in their school. This has included making changes to the lunchtime menu. The school arranges for local secondary schools to visit Year 6 pupils. This is to help prepare pupils for the next stage in their education.

Governance is a strength of the school. Governors have high ambition for the school and its pupils. They understand the school and are regularly in school. They know its challenges and its strengths well, particularly around SEND. The school makes changes in the best interest of pupils, while considering thoughtfully how these will have an impact on staff workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum in a few subjects is not yet fully implemented. This means that staff are not always teaching these subjects as the school intends. As a result, pupils do not know as much in these subjects as they should. The school should ensure that, in every subject, teachers implement the school's curriculum plans as it intends.

## 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

<b>Unique reference number</b>	110762
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10323607
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Maggie Barwell
<b>Headteacher</b>	Haidee Norman
<b>Website</b>	<a href="http://www.kinderley.education">www.kinderley.education</a>
<b>Dates of previous inspection</b>	23 and 24 February 2022, under section 5 of the Education Act 2005

## Information about this school

- There have been several changes to school leadership since the previous inspection, including the appointment of a new headteacher and a new chair of governors.
- The school caters for pupils in three mixed-aged classes. Nursery pupils are part of the Reception and Year 1 class.
- The school runs breakfast and after-school clubs for pupils.
- Currently, the school uses one alternative provider.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, subject leaders, other members of staff and the governing body, including the chair of governors. Inspectors also spoke with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, art and design, and science. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke with pupils about their learning, looked at samples of pupils' work and spoke with teachers. The lead inspector listened to pupils read with a familiar adult.
- To evaluate the effectiveness of safeguarding, 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 spoke with pupils during breaktimes and lunchtimes. They observed pupils' behaviour during these times. There were no responses to Ofsted's questionnaire for pupils.
- Inspectors had informal conversations with parents at the end of the school day. Inspectors also took account of the 13 responses and 13 free-text responses to Ofsted Parent View.
- Inspectors analysed the four responses to Ofsted's questionnaire for school staff. They also held discussions with several staff during the inspection.

## Inspection team

James Adkins, lead inspector

Ofsted Inspector

Julie Harrison

Ofsted Inspector

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