



# Kenley Primary School

## Inspection Report

**Unique Reference Number** 101753  
**LEA** Croydon LEA  
**Inspection number** 276583  
**Inspection dates** 2 May 2006 to 3 May 2006  
**Reporting inspector** Lynn Bappa AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	New Barn Lane
<b>School category</b>	Community		Whyteleafe
<b>Age range of pupils</b>	4 to 11		CR3 0EX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8660 7501
<b>Number on roll</b>	145	<b>Fax number</b>	020 8668 2202
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ian Payne
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mrs Georgina Catanach

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 2 May 2006 - 3 May 2006	<b>Inspection number</b> 276583
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Kenley Primary is a one-form entry school with a falling roll. Most pupils live nearby and come from a wide range of socio-economic backgrounds. The percentage of pupils from minority ethnic backgrounds is below average. The number of pupils with learning difficulties or disabilities is below average. There are no pupils who are at the early stages of learning English as an additional language. Pupil mobility is higher than average. Attendance is average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is an effective school that gives its pupils a sound education and provides satisfactory value for money. Standards are broadly average, except in mathematics where they have recently fallen. The steps taken to improve mathematics are showing real signs of success, although standards are not yet as high as they should be. Although last year's national tests showed significant under-achievement in mathematics, pupils are now making satisfactory progress in all areas of their learning.

The strongest features of the school are pupils' personal development and their excellent behaviour. Pupils are well cared for and they feel safe and secure. Children in the Reception class get off to a sound start and enjoy a wide range of activities including, for example, a recent visit to the public library.

Teaching and learning are satisfactory with many good features. Recent improvements to teaching in mathematics have accelerated progress in lessons but have not had time make a significant impact on standards. Pupils enjoy learning and want to work hard. One Year 6 pupil said 'I am learning lots in maths now, much more than last year. I think it's because we have two groups for maths now so my teacher has lots of time to help me'. Learning is enriched by exciting and colourful displays, but too few of them present mathematics in an interesting and engaging way to the pupils.

Leadership and management are satisfactory. The school faces several challenges, including a falling roll and declining performance in mathematics, but there is a tangible sense of determination to do better. Subject leaders have begun to play a bigger part in helping to raise standards, although they need more training in this role. The school knows itself well and has good capacity to improve.

### What the school should do to improve further

- Continue the drive to improve standards in mathematics.
- Extend the role of middle managers so they can play a full part in raising standards.
- Ensure displays in mathematics are prominent, interesting and stimulate the pupils' interest.

## Achievement and standards

### Grade: 3

Children enter Reception class with broadly average standards. They make a sound start to their education. One parent wrote, 'my child is thoroughly enjoying school and surprises me every day with how much he has learned'.

Pupils go on to make satisfactory progress. At age seven, standards are average overall, although pupils do slightly better in reading and writing than they do in mathematics. By age 11, results in national tests continue to be average in English, but standards in mathematics have fallen over the last three years and were below average in 2005. The school has taken steps to tackle this decline. These are bearing fruit; the school's

assessments indicate that results will improve this year and a greater proportion of pupils are on target to reach national expectations.

Pupils in all year groups make satisfactory progress. Those who have learning difficulties or disabilities make sound progress and there is no evidence that particular groups of pupils underachieve. The school has high aspirations for its pupils and sets itself challenging targets. Last year it fell short of its targets for mathematics, but it is on track to succeed this year.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy coming to school. This is reflected in excellent behaviour and enthusiasm for learning. One parent wrote, 'the behaviour of the children is something to be proud of'. The school is justifiably proud of the cheerful and harmonious atmosphere that helps pupils to concentrate on their learning. Pupils have a good understanding of how to keep safe and recognise the importance of healthy eating and regular exercise. They particularly appreciate the large playing field and the two adventure trails in the playground. They make a good contribution to the school community through the school council. This helps them to develop skills of co-operation and team work so that they are well prepared for future employment. Pupils enjoy assemblies and benefit from good opportunities to reflect and pray. They express concern for the needs of others and show a good understanding of life in multicultural Britain as well as the wider world. Pupils in Years 3 and 4, for example, are particularly enthusiastic about the recent African story-telling workshop and have enjoyed making comparisons between Lagos and Croydon.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with good features. Teachers have worked hard at improving learning in mathematics. Although these improvements have not yet had time to have an impact on national test results, work in pupils' exercise books shows that standards are getting better. In the best lessons seen, teachers made learning fun. Pupils in Year 4 improved their understanding of the metric scale with human number lines and calculating the capacity of everyday objects such as ice-cream tubs and tins of paint.

The best lessons seen were full of sparkle. Pupils in Year 3, for example, were spell-bound listening to a Nigerian story and providing background sounds. Afterwards they told their teacher what they liked about her story-telling techniques and what she might do to make them even better. There is a good working atmosphere in lessons and pupils are eager to please. They listen well and work hard. Teachers reinforce new vocabulary and encourage pupils to use new words and phrases to explain their ideas.

Year 2 pupils, for example, talked about whether 'gentle' was a better word than 'soft' to describe a character in a book.

In the Foundation Stage, activities provide an appropriate balance between direct teaching and learning through play.

Teachers have improved their assessment procedures so that it is easier to identify pupils who need extra help or who are at risk of under-achieving. Vulnerable pupils, and those with learning difficulties and disabilities, are well supported by a good team of support assistants.

Displays of work around the school enrich many aspects of learning, although there are few that present mathematics in an interesting or engaging manner.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and meets the needs of pupils. The school places a strong emphasis on developing personal and social skills. This helps pupils to grow in confidence and understand that they can make a useful contribution to the community. Teachers are beginning to make more confident use of information and communications technology (ICT) in lessons. Improvements to planning in mathematics are helping to raise standards.

The curriculum is enhanced by a wide range of clubs and visits to places of interest. These help to motivate pupils and add to their enjoyment of school.

## **Care, guidance and support**

### **Grade: 2**

The school makes good provision for pupils' well-being. Pupils are treated as individuals. They trust their teachers to help them if they are unhappy or worried. Parents praise the 'warm, family atmosphere'. The school has good arrangements for safeguarding pupils and works well with outside agencies. Staff have a good understanding of child protection procedures. There is good support to prepare pupils for when they move to secondary school and older pupils say they feel confident about the next stage in their education. Teachers are getting better at giving pupils clear targets for improvement and these are shared with parents.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior leaders provide satisfactory leadership and are well supported by other staff and by parents. Parents appreciate the headteacher's open and communicative style. School leaders, including the recently re-organised subject teams, are now effectively focused on raising standards and eliminating any legacy of under-achievement, particularly in mathematics. Monitoring systems are improving. Lessons are regularly observed, and areas for improvement identified, although subject

leaders need further training if they are to play a full part in this process. The school knows itself well and takes good account of the views of parents and pupils. There is a strong commitment towards the inclusion of all pupils. One parent of a pupil with special needs wrote that her child has 'come on in leaps and bounds' since starting at the school. The governing body is very supportive of the school and is actively involved in its work. Governors are well informed about the school's strengths and weaknesses and are clear that pupils' achievements must not be allowed to slip again. The success of the recent drive to raise standards in mathematics provides a clear indication of the school's good capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for the very friendly way in which you welcomed me to your school and showed an interest in what I was doing. I enjoyed talking with you during my visit and this letter is to tell you some of the things I found. I especially enjoyed talking to former members of the school council and also to the children in the Reception class who were very excited about finding different patterns in the playground. I also liked chatting to many of you in the playground.

You told me what a caring place Kenley Primary School is, and how there is always someone you can go to if you have a problem. You were quite right. Teachers and helpers take good care of you and do a great deal to help you learn and stay safe. Your school council means you can have a say in how the school runs and it has some good improvements to show for its work. Right through from the Reception class to Year 6, your behaviour is excellent. You make satisfactory progress in your learning. Those of you who find learning hard get good help. You clearly enjoy your lessons and work hard because teachers try to make learning fun. There are many interesting activities you can do at school outside lessons, such as clubs and school trips. The area where you could do much better is mathematics. The school is doing a lot to help you to reach higher standards. This is starting to help you do better work, and so I want your teachers to carry on with these improvements. You could help by always trying your best.

Kenley Primary School is a satisfactory school with good features. If you continue to work as hard, and behave as well as you do now, it could become even better. Good wishes for the future,

Yours sincerely

Dr Lynn Bappa

Lead Inspector