



# Kennington Primary School

## Inspection Report

**Unique Reference Number** 119153  
**LEA** Lancashire  
**Inspection number** 280473  
**Inspection dates** 23 November 2005 to 24 November 2005  
**Reporting inspector** John Heap

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

<b>Type of school</b>	Primary	<b>School address</b>	Kennington Road
<b>School category</b>	Community		Fulwood
<b>Age range of pupils</b>	4 to 11		Preston, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 774044
<b>Number on roll</b>	240	<b>Fax number</b>	01772 787154
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr John Bailey
<b>Date of previous inspection</b>	1 April 2000	<b>Headteacher</b>	Mrs Judy McAteer

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 November 2005 - 24 November 2005	<b>Inspection number</b> 280473
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This average-sized primary school serves an area that has little deprivation. Most children are from a minority ethnic background, and over 40% of them are learning English as an additional language. Many children have attended the neighbouring privately funded pre-school setting. Attainment on entry to Reception is average. The proportion of children with learning difficulties and/or disabilities is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspectors and school agree that this is a satisfactory school that provides sound value for money. Achievement and standards are satisfactory, as are teaching and learning and the curriculum. Most children make uneven progress through the school and the oldest children achieve best. The school knows that progress and teaching are inconsistent, and the headteacher has rightly identified the need to improve basic lesson planning, the quality of marking and the accuracy of assessment and prediction. Provision and standards in the Foundation Stage (Reception) are satisfactory.

Children receive good care and support. A number of children have diverse academic, social and medical needs, and the school meets these needs well. Links with a range of outside agencies are strong. As a result, personal development is good and the children enjoy their time in school.

Leadership and management are satisfactory and the school is making sound progress. However, development is slower than it ought to be because of a lack of support by some on the Governing Body. Breaches of confidentiality have led to unrest among a minority of parents. Managing this unrest has deflected the vital time and energy of the headteacher to the wrong issues. Most parents hold positive views. Typically, they say: 'We are extremely satisfied with Kennington School. We feel our child is getting a comprehensive and well-balanced education suitable to her age and capabilities'

### What the school should do to improve further

Improve teaching and learning by:

- making lesson planning more rigorous and more responsive to individual children's needs
- ensuring that marking tells children how well they are doing and what they need to do next to make good progress
- broadening children's knowledge and understanding of life in their diverse community
- improving governance by re-establishing good working practices, such as adherence to the principle of confidentiality.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory. The school focuses strongly on ensuring a high quality of teaching and support in Year 6. This has led to recent improvements in national test scores for this group. By the time they leave the school, children achieve good basic skills in English, mathematics and science. The recently introduced methods to track achievements and the improved individual education plans are making targets more challenging and promoting greater consistency in children's progress.

Children in the Foundation Stage and Years 1 and 2 make steady progress to reach average standards. The children do not develop skills as quickly as they should because teachers' planning takes too little account of individual needs. Nevertheless, basic skills are sound and children use them confidently. Taken overall, achievement in Years 3 to 6 is satisfactory, but uneven. Children make good gains in Year 6 and sound progress in Years 3 to 5. This reflects the quality of teaching and learning in these classes. Children with learning difficulties and/or disabilities and those learning English as an additional language achieve well. They benefit from good support and guidance.

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

### **Grade: 2**

Personal development is good. Children have good attitudes to school. They work and behave well and mainly enjoy learning. By Year 6, their good basic skills equip them well for future learning and the world of work. Good opportunities to plan and organise charity events extend these and other skills. Pupils show enterprise in their support for the community and develop their ability to work in teams. Attendance is satisfactory, but it is adversely affected by a small number of families who take extended holidays in term time. Children develop good abilities in response to the school's particular priorities for healthy eating, being safe and citizenship.

Children's spiritual, moral, social and cultural development is satisfactory. The strongest aspects are in moral and social development. Children clearly understand how to treat others and what to do if they are bullied or feel sad. School councillors play an important role in supporting vulnerable children and in helping others in the wider world. For example, they raise money for Childline and the local mission for the homeless. They are pleased that the school values and acts on their suggestions. Children's cultural development is satisfactory. Although links with the locality are strong, the rich ethnic diversity in and around the school is not fully used to enhance children's education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, but they lack consistency. The management recognises this, but the impact of measures recently introduced to improve quality is not yet decisive. The most helpful of these initiatives are:

- the detailed literacy planning being trialled in Year 4. This should be carried out consistently and stringently to raise achievement
- the improved method of tracking children's achievements.

Management is right to develop these measures across the school as a means to bring more consistency and rigour to teaching and learning.

Teaching is best in the Reception/Year 1 class and in Year 6. Consequently, children in these classes make most progress. The school has rightly identified some underachievement of pupils who are now in Year 6, as this class has been severely disrupted by staff changes in recent years. However, effective class teaching and extra support are improving the rate and quality of progress. In the Foundation Stage, teaching and learning are satisfactory.

Children with learning difficulties and/or disabilities are taught well and receive good support. Their varied needs are well understood and provided for. Some of these children are making really good gains in essential basic skills. Children learning English as an additional language are taught well. The support of bi-lingual assistants is effective and helps these children to learn well.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum, including personal, social and health education, is satisfactory. It meets all legal requirements and helps children to develop a good ability to keep healthy and stay safe. The deputy headteacher is reviewing whole-school provision in order to link subjects so that teaching gains more impact and the use of time improves. Provision for children with learning difficulties and/or disabilities is good. Children's opportunities to use and develop basic skills through other subjects are satisfactory for literacy and information and communication technology (ICT), but less so for numeracy. Children enjoy taking part in a satisfactory range of out-of-school activities such as football, netball and recorders. They also benefit from a variety of visits and visitors. In Reception, a sound balance between adult-led and child-initiated activities supports each of the areas of learning. These activities mostly take place inside the classroom, though the fortnightly 'Welly Walk' contributes well to children's growing knowledge and understanding of the wider world.

## **Care, guidance and support**

### **Grade: 2**

This is a caring school and procedures and practices are good in this area. Children and parents particularly appreciate this quality. Staff are well versed in child protection policy and follow it well. Procedures for monitoring progress and attendance are very thorough. The school invites parents into school to discuss any prolonged absence and the effect it has on children's learning. A 'Young Traveller's Pack' enables children to continue their learning during lengthy periods away. While the overall picture of academic progress is clear and full, teachers' use of this information to guide future learning is not consistent. As a result, the planning of lessons and targets is often too broad to enable all groups to make good progress. The school takes very seriously its responsibilities for maintaining a safe and supportive environment. It checks and minimises all risks, and maintains good arrangements for safeguarding all its pupils and making sure that they feel secure and valued.

## Leadership and management

### Grade: 3

Inspectors agree with the school that leadership and management are satisfactory. The headteacher and Chair of Governors share a clear vision for the school. The headteacher has looked hard at the school, faced issues with determination and is starting to make sound progress in several areas. She is right to focus on:

- raising standards by initially analysing information and then providing support where it is most needed
- ensuring that information from assessment is used consistently to match teaching and targets closely to learners' different needs.

Self-evaluation is satisfactory and its main findings match those of the inspection. It is securely based on: the views of parents and pupils gained through questionnaires; better ways of analysing information, and the more accurate work of subject leaders in identifying areas for improvement.

Governance is satisfactory. Much good work is done when governors use their expertise well, as in the effective areas of financial management, data analysis and health and safety. However, correspondence and discussion with a small number of unhappy parents make it clear that some governors have not followed good practice. This is evident in the breaching of confidentiality after discussion about a highly sensitive staffing issue. As a result, the pace of progress has been hampered by the need to focus on less important matters, and the school has made only satisfactory improvement. Nevertheless, the headteacher has dealt with disaffected parents in a proper and professional manner. The school has a satisfactory 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?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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	2	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	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

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PR2 8ER

25 November 2005

Dear Children

The inspectors thoroughly enjoyed being in your school this week. It has been a privilege and a pleasure to work with you and the staff. We were delighted that many of you wished to talk with us, and we were impressed by your courtesy and the help you gave.

What we really liked about your school

The strong basic skills in English, mathematics and science shown by children in Year 6.

The good behaviour seen in the playground, around school and in lessons.

The important role the school council plays as a 'voice' for children's views and as a help to children and the community.

The good care the school shows for all its children.

The good teaching in the Reception/Year 1 class and Year 6.

The way that the headteacher and new deputy headteacher are showing determination in improving standards and attendance.

What we have asked your teachers and governors to make better

The quality of teaching and learning needs to be more consistent. This will involve better planning of lessons and more helpful marking of your work. You can be very helpful by making sure that you read comments about your work and try hard to follow advice and guidance.

You need to know and understand more about what it is like to come from a number of different backgrounds. You can be really helpful by assisting your teachers and other children to understand the ways and customs of your heritage.

The governors need to improve some aspects of their work, such as making sure that their discussions are confidential.

The inspection team wishes you well in your learning and good luck for the future.

Yours sincerely

Mr Heap

Lead inspector

Annex B