



Kedington Primary School

Inspection Report

Unique Reference Number 124564
LEA SUFFOLK LEA
Inspection number 281750
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Mrs. Helen Ranger LI

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

Type of school	Primary	School address	Church Walk
School category	Community		CB9 7QY
Age range of pupils	5 to 10		
Gender of pupils	Mixed	Telephone number	01440702787
Number on roll	118	Fax number	01440702787
Appropriate authority	The governing body	Chair of governors	Mr.T Forrester
Date of previous inspection	2 November 1999	Headteacher	Mrs. V Philips

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Introduction

The inspection was carried out by an Ofsted Additional Inspector.

Description of the school

Kedington Primary is a first school with a part-time nursery. Most of the pupils live locally, although about 10 % come from the nearby town of Haverhill. The roll is rising because the school is popular with parents and as a result of new housing in the area. While the great majority of pupils are from white British families, a few come from a wide range of minority ethnic groups. Almost all pupils speak English as their main language. The proportion of pupils identified with learning difficulties is typical for a primary school. The youngest children join the school with knowledge and skills that are broadly average for their age. The headteacher is temporarily seconded to the local education authority but was present for the inspection. Her deputy is the acting headteacher during her absence.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kedington Primary is a good school. Pupils do well in both their academic and personal development. Children get off to a flying start in the Nursery and Reception classes, and then are taught well throughout the school. This results in good overall progress and the oldest pupils reach standards that are often well above those expected nationally. Every child is valued and standards of care are outstanding. The school views itself as good, which reflects a clear understanding of its strengths and areas for further improvement. The key to the school's success is the effective teamwork among the staff. They are led very well by a clear-sighted headteacher and an able deputy head. These senior managers work closely with staff and governors for the benefit of the pupils. The school uses its finances wisely and gives good value for money. The school knows itself well and plans effectively for its continuing development. It has identified that a few boys do not do as well as they might in writing and the same is true for a few girls in mathematics. It has started to tackle these issues with good initiatives for improvement. It has also rightly identified the need for teachers' assessments of pupils to be as accurate as possible in all age groups and is ensuring that staff are rigorous in how they track progress. The school has established an excellent partnership with its parents who speak highly of its provision. It has moved forward well since its last inspection and is well placed to continue to thrive.

What the school should do to improve further

-Continue the initiatives to ensure that both girls and boys do equally well in writing and mathematics. -Ensure that teachers' assessments of pupils' progress are rigorous in all age groups and are used to continue to raise standards.

Achievement and standards

Grade: 2

Pupils' progress is good. The school sets challenging targets for all individuals and these are generally met well. From an average starting point on admission to the Nursery, children do well in the Foundation Stage (Nursery and Reception) because of lively and interesting teaching. This good progress continues through the school. In recent years, the pupils in Year 2 have done well in national tests in reading, writing and mathematics. In 2005, provisional data show that performance was not quite as strong but the school's records show that those pupils made good progress in relation to their skills and knowledge when they started school and results were still above the national average. Pupils continue to do well in Years 3 and 4 and reach standards that are above the levels expected by the National Curriculum. Pupils with learning difficulties and disabilities do well for their capabilities across the school because they are given the support they need to take a full part in lessons. The school's analyses show that, occasionally, boys do not do as well as girls in writing and girls do not do as well in mathematics. It has launched initiatives to ensure that both genders do equally well. These are planned efficiently and are an area for continuing improvement.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They have very positive attitudes to school and thoroughly enjoy what it offers them. They behave well in class and develop very good relationships with adults and other children. Their behaviour in the playground is excellent. This is partly because the school ensures that they are occupied well with play equipment and because staff make clear their high expectations of conduct. The school council and use of pupil surveys mean that pupils feel involved in decision making and they know that their opinions are valued by adults. There is a very strong and effective emphasis on healthy living. Pupils are taught how to work safely in lessons and how to stay safe in their daily lives. Activities in the playground and in physical education lessons combine with the promotion of a healthy diet and a good range of clubs to ensure that pupils are encouraged to eat well and to get plenty of exercise. The school is part of national and local award schemes to promote healthy lifestyles. Pupils are prepared well for the next stage of their education and for later life by opportunities to take responsibility and by their higher than average standards of literacy, numeracy and computer skills. Their spiritual, moral, social and cultural development is good. For example, close links are maintained with the village and the local church, and pupils sponsor the education of an African child. Cultural provision has recently been enhanced by the introduction of French lessons. Attendance is high and punctuality is generally good.

Quality of provision

Teaching and learning

Grade: 2

Pupils' progress is good because they are taught well. Most teaching is lively and interesting, and based on the teachers' secure knowledge of how young children learn. As a result, pupils enjoy their work, are keen to learn and are not afraid to make mistakes. Teachers' planning is effective and caters well for the wide range of ages and attainments in each class. The teachers are supported very well by a skilled team of teaching assistants. This team increasingly takes responsibility for supporting individuals and groups of pupils, ensuring that levels of adult attention are as high as possible. Teachers use an effective range of assessment procedures to check learning in all subjects. Targets set for individuals are shared effectively with both the pupils and their parents. The school has rightly identified the need for these procedures to be used consistently well in all classes so that teachers' planning is based firmly on reliable information about the performance of individuals and classes.

Curriculum and other activities

Grade: 2

The curriculum is good and has been developed imaginatively over recent years. Activities for the Nursery and Reception children maintain a good balance between

those led by adults and those that the children choose for themselves. The school has developed its outdoor areas for these age groups well and has plans to extend their use further. In Years 1 to 4, the pupils benefit from a well-planned programme of work that is adjusted to the needs of mixed-age classes. A current initiative is to increase creativity in the curriculum and forge more effective links between subjects. This has been started well and has resulted in events such as the very successful Arts Week. The school is rightly proud of its music provision, which is led by a skilled specialist teacher. The choir is particularly impressive and enables a large number of pupils to learn to sing well. A good range of extra activities is provided and many pupils take part in the programme of clubs and visits. The rich curriculum and good teaching mean that pupils are well prepared when they move to their next school.

Care, guidance and support

Grade: 1

The quality of care is excellent. Parents are extremely satisfied with this aspect of the school's work. Pupils say they feel safe and secure in school and have adults they can talk to if they are worried. This is because the school has very effective systems for ensuring pupils' health and safety and for checking their views of how well the school is doing. Child protection arrangements are firmly in place and the school has efficient systems for recording any playground accidents or incidents. Pupils are satisfied that the rare incidents of minor bullying are resolved by adults. Pupils are well informed about what they need to do to improve their work and to reach the targets they are set by their teachers.

Leadership and management

Grade: 2

The school maintains its good provision for pupils and continues to develop well because its leadership and management are good. The headteacher is very well respected by parents, pupils and staff and she sets a very good lead in all that the school achieves. There are good arrangements in place to ensure that the acting head is able to maintain the school's high standards during the head's secondment. The spirit of teamwork is strong. Adults act as good role models for children and promote a pleasant atmosphere for learning. Staff training and professional development have a high priority so that the adults who work in the school are well equipped to support pupils of all ages. There are good plans to ensure that the newer and less experienced members of staff are given support to become fully effective subject leaders. Good arrangements for self-evaluation mean that the school has an accurate picture of where it stands and of how it intends to improve further. All interested parties have been consulted well and are kept well informed about developments. The school has established a highly effective partnership with parents who greatly value what it offers their children. Governors are active and support the school well. Many live locally and help to maintain the strong links with parents and the village community. The budget is managed well for both the short and longer term. Recently, for example, prudent management has led to the purchase of new computers. Governors have drawn up

rigorous plans to deal with the likely rise in the numbers of pupils to be admitted in the next few years. The school is in a good position to continue to flourish. The staff team is strong and the managers have a clear vision for the future. All adults are committed to the children in their care and are successfully providing the community with a welcoming and lively school that has many strengths.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	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	1	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for welcoming me to your school. This letter is to tell you about the most important things I saw during my visit. These are some of the best things -You enjoy school very much, work and play happily together and take part in the many interesting lessons, visits and clubs that you are offered. -Your teachers help you to reach good standards in your work. -The adults in your school care for you extremely well. -Mrs Phillips and Mrs Gilchrist make sure that the adults who work in the school, the governors and your parents all help you to make the most of your time in school. -Your ideas and opinions are important to your teachers in planning how the school works. These are things that might be made a bit better -Children learn things in many ways. Sometimes girls learn in a different way from boys. I would like your teachers to carry on finding the best ways for each of you to learn to be as good as possible at writing and mathematics. -Your teachers regularly check up on how well you are doing in your work. I would like them to do this as carefully as possible so that they have good information to help you make even better progress. Keep up the good work and enjoy all that your school offers you.