



Kenningtons Primary School

Inspection Report

Unique Reference Number 115306
Local Authority THURROCK
Inspection number 290199
Inspection dates 5–6 October 2006
Reporting inspector Jackie Cousins

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

Type of school	Primary	School address	Tamar Drive
School category	Foundation		Aveley, Aveley
Age range of pupils	4–11		South Ockendon, Essex RM15 4NB
Gender of pupils	Mixed	Telephone number	01708 865663
Number on roll (school)	346	Fax number	01708 869376
Appropriate authority	The governing body	Chair	Mrs Linda Looker
		Headteacher	Mrs Frances Whymark
Date of previous school inspection	25 June 2001		

Age group 4–11	Inspection dates 5–6 October 2006	Inspection number 290199
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Kenningtons School is a larger than average primary school to the east side of London in Thurrock. Nearly all pupils are from White British backgrounds but some are from minority ethnic groups. Few pupils are in the early stages of learning to speak English as an additional language. Most pupils start at school with levels of knowledge and understanding that are significantly below expectations. A considerably above average proportion of pupils join and leave their classes part-way through the school year. The proportion of pupils with learning difficulties and disabilities is above average. The percentage of pupils who are eligible to free school meals 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

The acting headteacher, deputy headteacher and governors with the support of staff have done well in managing the school through a very difficult period while the headteacher has been away from the school. Parents and other agencies have a good partnership with the school's leaders and staff. One parent said, 'We are very pleased with the progress our son is making at this school.' Parents are very appreciative of the opportunity to read through their child's assessment book and targets at home before they come to the autumn and spring term parents' meetings; making these meetings effective and meaningful. Kenningtons Primary is a satisfactory school and provides sound value for money. Pupils' achievement is satisfactory considering their significantly below average starting point. This is due in part to the school admitting a considerable proportion of pupils from other schools between the Reception class and Year 6 and because the school has an above average proportion of pupils with learning difficulties and disabilities. By Year 6, attainment is below average. Not enough pupils attain levels in English, mathematics and science. Nevertheless, most pupils are prepared for their future lives to a satisfactory degree because of their information and communication technology (ICT), literacy and numeracy skills. Pupils make a satisfactory start to their education in the Nursery and Reception classes as a result of sound provision. A real strength of the school is pupils' personal development. The care and support the school provides for pupils is effective. Pupils enjoy learning many subjects and said they really like the art work they do. Most pupils say that they are well cared for and that teachers and staff are readily available to support them. Pupils behave well and have positive attitudes to their learning and as a result effective standards of discipline are maintained. Pupils who arrive from other schools settle quickly into life at the school because of the thoughtful ways in which established pupils include them in their activities and work. Pupils adopt safe practices effectively and are aware of the importance of leading healthy lifestyles. For example, 'Playground Pals' from all year groups involve other pupils in more active games at lunch times. Pupils contribute well to the community. The school council has had a super year with several successes. They were involved in getting new outside taps for drinking water and selecting the new pieces of equipment for the playground. Teaching and learning are satisfactory. Sound teaching methods mean that pupils learn to use ICT effectively. Most teachers use resources well to make lessons interesting as illustrated by the use of interactive whiteboards. Teachers have established very positive relationships with pupils. One pupil said, 'I think my teacher is really kind because she helps me with problems.' Teachers use assessment satisfactorily. Teachers' lesson planning varies and does not always result in activities which really extend pupils. What pupils are expected to achieve by the end of the lesson is rarely shared with them. This means that they do not have many useful opportunities to improve their own self-evaluation skills and take some responsibility for their own learning. The curriculum is satisfactory. A range of activities are planned during the school day and a broad selection of after-school clubs and enrichment activities are on offer. Teachers with responsibility for overseeing curriculum developments and performance in English, mathematics and science do not monitor and analyse pupils' achievement or teaching and learning

effectively enough. Since the last inspection, leadership and management have been satisfactory and have brought about adequate progress. For example, ICT is used more effectively to teach key skills in many subjects, standards in science in Year 2 have improved and pupils' attainment in all subjects is now assessed regularly. As a result of improvements the school has a sound capacity to improve in the future.

What the school should do to improve further

- Raise standards by Year 6 in mathematics, English and science. - Ensure consistency in teachers' planning so that pupils have more opportunities to learn about how to improve and evaluate their own work. - Improve the ways that the school checks on pupils' progress and the quality of teaching to ensure that pupils' achievement is as good as it can be.

Achievement and standards

Grade: 3

Pupils enter the school with levels of knowledge and understanding significantly below those nationally. Most pupils make sound progress in the Nursery and Reception classes so standards are still below average by the start of Year 1. The development of writing skills is sound and pupils have many opportunities to learn to write. In Years 1 and 2 pupils achieve satisfactorily because of sound teaching. Standards are below average in Year 2 in reading, writing and mathematics partly due to the low starting point of a significant proportion of pupils. From Years 3 to 6 pupils' progress is satisfactory but standards remain below average in English, mathematics and science. Pupils' ICT skills are in line with expectations partly because the ICT suite is used well. Year 6 pupils can use spreadsheets and formulae effectively to solve problems, for example, by calculating the total costs for families visiting a theme park. In 2006 more able Year 6 pupils met their targets but, because pupils' progress and achievement is not monitored carefully enough, average ability pupils did not reach their targets.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils are enthusiastic about their school and this supports the positive atmosphere. The school is a friendly and safe environment in which pupils show respect towards each other and the staff. New children are warmly welcomed by the pupils. One pupil commented that 'one of the best things about this school is that you make new friends.' Behaviour is good in and beyond the classroom. Attendance is satisfactory and the school is making effective efforts to reduce the number of absences due to holidays that are taken in term time. Spiritual, moral, social and cultural development is good. Pupils are sensitive towards the feelings of others and are appreciative of the world around them. Pupils are benefiting well from the developing links with a primary school in Nigeria. There are many opportunities for reflection in assembly and pupils in Years 1 and 2 sang 'The School Rule Song' with impressive energy and commitment. Pupils raise considerable

amounts of money for charity and enjoy events such as 'Wrong Trousers Day' and 'Shades for the Day'.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and so pupils make sound progress. Most teachers develop pupils' basic skills successfully and use satisfactory teaching methods. Teaching assistants support pupils effectively in the main part of lessons especially those with learning difficulties and disabilities. Pupils from minority ethnic groups make satisfactory progress as a result of sound teaching and support. Although teachers are starting to give pupils time to reflect on their learning this is still at an early stage. Assessment is used satisfactorily but in a number of classes teachers' marking could be improved since some pupils are not aware of what they are doing really well and how they could improve their skills so that they can work at higher levels.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some particularly good features. The school has made efforts to provide an enjoyable and engaging curriculum for pupils. There are numerous opportunities for pupils to learn several subjects in one project including the multi-cultural, healthy schools and sports weeks. The recent 50th anniversary celebrations included contributions from most subject areas. The school is using the literacy and numeracy strategies but these have not yet fully impacted on the raising of standards across the school. More able and talented pupils are beginning to be identified but the school has not agreed a complete programme for these children. The curriculum in the Foundation Stage is not fully developed particularly in the Reception class where opportunities for imaginative play are not used effectively. The school emphasises creativity really well across the curriculum including art, singing and dance. Good links with the Thurrock music service ensures that all pupils in Year 5 gain some experience of playing string instruments. Qualified coaches from Essex County Cricket Club and Thames Rugby Football Club support the sports development effectively.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The required procedures and checks are made on all staff to ensure that pupils are kept as safe as they can be. Pupils' personal needs are well met by all staff. External agencies provide some pupils with good levels of care and support. The pupils value the wide range of rewards used to encourage good work and attendance. Consistent implementation of the school's policy on behaviour means this area is well understood by pupils. Guidance for pupils about

their school work is satisfactory. Some pupils are not clear about what they need to do specifically to improve their standard of work, as they do not have a clear understanding of how to achieve their targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Under the very recent good leadership of the acting headteacher and deputy headteacher the school is beginning to move forward after a difficult period. The governing body is effective. Governors are really supportive and understand how to monitor the work of the school effectively. Good communication means that the staff work together well. The acting headteacher has an effective understanding of the school's strengths and weaknesses and has produced a good plan for improvement. Satisfactory use of self-evaluation strategies is beginning to improve standards and achievement. This is due in large part to the work of the acting headteacher who is using data more effectively to monitor pupils' progress and raise teachers' expectations. Only very recently, teachers with responsibility for certain subjects such as English, mathematics and science have not been held to account sufficiently for pupils' achievement and standards in these key areas.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 October 2006 Dear Pupils Kenningtons Primary School, Tamar Drive, Aveley, South Ockendon, Essex, RM15 4NB Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to you. It was interesting to talk to your teachers and watch part of three assemblies. We really enjoyed your singing. You are lucky to attend such a happy and friendly school. Good things about your school include the fact that: - you work hard in lessons and behave well - your acting headteacher and deputy teacher have really effective ideas about ways to improve the school - your teachers work hard to make lessons interesting - you are generous to others - the school council is working successfully to improve the school for all of you - you are encouraged effectively to lead healthy and safe lives - you have good opportunities to develop your self-confidence especially when you all take part in Christmas productions. We have asked your school to look at how they can make things even better. We hope that you will help teachers by listening to them carefully. The most important things are: - improving the number of you in Year 6 who get expected levels in tests for English, mathematics and science - giving you more opportunities to learn about how to improve and evaluate your own work - improving the ways teachers check on the progress that you are making and the quality of teaching in the subjects for which they are responsible. Keep working hard at Kenningtons Primary School. Yours sincerely Mrs Jackie Cousins Lead inspector