

Kenn Church of England Primary School

Inspection report

Unique Reference Number	113397
Local Authority	Devon
Inspection number	301257
Inspection dates	6–7 June 2007
Reporting inspector	Anne Johns

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	108
School	
Appropriate authority	The governing body
Chair	Matthew Shanks
Headteacher	Jo Evans
Date of previous school inspection	25 November 2005
School address	Kennford Exeter EX6 7TX
Telephone number	01392 832347
Fax number	01392 832347

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kenn CE Primary School is smaller than average. It serves a rural community. The proportion of pupils with learning difficulties and disabilities is average, although the number of pupils with a statement of special educational need is above average. Attainment on entry is above average, although it varies each year.

When the school was inspected in November 2005, it was not effective enough and required special measures. Following the inspection an acting headteacher was appointed. The current headteacher was appointed in January 2007. The school has emerged from a significant period of staffing instability.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kenn C of E Primary School has made significant improvements since the last inspection and has successfully tackled the weaknesses that were identified. In accordance with Section 13 (4) Of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is a good school that cares very well for its pupils and enables them to make good progress. The good teaching and learning means that previous underachievement has been eradicated and pupils achieve well. The school has worked determinedly to improve standards. Effective provision in the Foundation Stage means that children are well prepared and achieve above average standards. Pupils in Years 1 and 2 are catching up with their writing skills, but these remain lower than they should be. Their standards in mathematics and reading are above average. By Year 6, standards are above average in English and mathematics. Standards in science are broadly average. Pupils have not had enough opportunities for practical work in science. The presentation of pupils' work is not good enough.

The quality of teaching is good with some outstanding practice. Pupils' work is assessed regularly. This information, along with the analysis of test results, is used to track pupils' progress, set targets and allocate additional support. The school's recent self-evaluation is very good. Pupils with learning difficulties and disabilities are taught well and they make similar progress to their peers. Teaching assistants provide very effective help for pupils.

Pupils' personal development and well-being are good. Mutual respect is a feature of all relationships. Behaviour is good. The school provides good care, guidance and support for pupils and ensures their health and welfare. Pupils enjoy coming to school and their attendance has improved. Awareness of health, fitness, safe practice and community responsibility is built into the good curriculum.

Leadership and management are good. Subject leadership is satisfactory. New subject leaders are beginning to set clear direction for their subjects. Until recently, some subjects had no leader which hampered progress. With more permanent staffing, the school is now beginning to tackle this issue. The headteacher has made an outstanding contribution to the school's improvement. The school's ethos encourages everyone to achieve his or her best. There has been rapid improvement in standards and achievement. Teaching has much improved. These factors, combined with the outstanding leadership of the headteacher and governors and the more stable staffing situation, mean that the school has an outstanding capacity to improve.

What the school should do to improve further

- Raise standards in writing in Years 1 and 2 and improve the presentation of pupils' work throughout the school.
- Ensure that standards and achievement in science are improved throughout the school by giving pupils more practical work.
- Strengthen the role of subject leaders by developing their responsibility for overseeing the pupils' work.

Achievement and standards

Grade: 2

Standards are good. Standards in writing are broadly average in Year 2. Pupils have made good progress, but they are still catching up. More regular and consistent teaching of key skills is having a positive impact on standards. In mathematics and reading, standards are above average by the end of Year 2, with more pupils achieving the higher level. Standards in science are broadly average throughout the school. Pupils have had insufficient practical, hands-on experience but this has recently increased, with a positive impact on standards. By Year 6, standards in English and mathematics are above average. Standards have improved in all subjects due to the good teaching. The school expects to meet the challenging targets set for the current Year 6 in English and mathematics which indicates that pupils have made significant progress.

Regular assessments and progress seen in pupils' books show that previous underachievement has been eradicated. The improved quality of teaching has led to improvements in the quality of pupils' work so that achievement is good. Pupils with learning disabilities and difficulties achieve as well as their classmates. Provision in the Foundation Stage is good. Children get off to a good start. They have made rapid progress recently, especially in early language skills.

Personal development and well-being

Grade: 2

Pupils love their school and are very appreciative of how it has improved. They have excellent relationships with their teachers, enjoy lessons, and think their teachers make learning fun. Pupils' positive attitude to learning is not reflected, however, in the standard of neatness and presentation in books. Behaviour is good. Attendance rates have improved and are close to the national average. Further improvement depends largely upon fewer families taking holidays in term time. Pupils have many opportunities to be active. They have a reasonable understanding of healthy diets. They feel safe and learn how to keep safe.

Pupils' spiritual, moral, social and cultural development is good. Spiritual development is a particular strength. The school council makes suggestions that are acted upon. The 'friendship bench' in the playground is one example. It is for anyone who has no one to play with. This happens infrequently because this is a school where pupils 'have lots of friends and know everyone'. Pupils make good progress in the personal qualities and basic skills they need for the next stage of their education. A good range of interesting activities enables pupils to make a valuable contribution to the school and wider community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching has improved markedly since the last inspection. Teaching is good and includes some outstanding practice. This ensures that pupils achieve well. Most lessons are stimulating, lively and enjoyable. Excellent relationships and careful planning ensure that lessons run smoothly. There is better use of assessment data to pitch work at the right level. Most lessons have enough challenge for the more able pupils. Pupils say that lessons are more interesting and they are more actively involved. The quality of teachers' marking has improved and is mostly good. Teachers provide good opportunities for pupils to discuss their work and explain their thinking. Challenging questions check pupils' understanding and progress. Teaching

assistants are used very well to support pupils' progress. The quality of teaching in Reception is good, ensuring that children have an effective start to school. However, teachers do not always have high enough expectations about the presentation of pupils' work.

Curriculum and other activities

Grade: 2

The broad and balanced curriculum ensures that all subjects are covered. Activities are well planned to meet pupils' differing needs. All areas of learning are taught in Reception. The curriculum is becoming more creative, practical and exciting. Part of this new approach is to link subjects together to create interesting projects. Pupils say this is working well. There is also an increased use of the environment and visits to places of interest to enrich pupils' classroom experience. There are many examples of this more exciting approach in the bright and stimulating displays around the school. There is a good range of clubs and activities. The school has developed good use of information and communication technology (ICT) and plans to improve this further by joining with other schools in a project to review and develop ICT. Although a start has been made to provide resources for pupils to learn about living in a multicultural society, there has been insufficient focus on this area.

Care, guidance and support

Grade: 2

Pupils are well cared for and systems for safeguarding their welfare are reviewed regularly. Levels of supervision are very good at all times. Risk assessments are carried out for special activities. Governors take effective action to ensure any security matters are dealt with. Pupils are given good support to help them learn. With younger pupils, the support is most evident in the way they have very close and personal attention from the class teachers to show them how to improve.

Throughout the school, pupils can describe in some detail what they need to do to improve their work. Challenging targets are set for all pupils for the progress they are expected to make during a year. Shorter termly targets are agreed with parents. Pupils with learning disabilities and difficulties are supported very effectively and great care is taken to agree appropriate targets for them.

Leadership and management

Grade: 2

The headteacher has worked tirelessly and successfully to continue and develop further the improvements made by the acting headteacher. The outstanding contribution of the current leadership has ensured more stability of staffing and significant improvements in the quality of teaching. This has had a positive impact on standards and achievement. The headteacher has developed an excellent rapport with staff, governors, parents and pupils. Consequently, there is a united team working together to ensure improvement. Teachers have acted on feedback from the recent excellent monitoring by the headteacher. They have improved the way tasks are matched to the needs of individual pupils. The school knows itself well because self-evaluation is more rigorous, with careful analysis of pupils' performance. This has helped to ensure rapid improvement in standards and achievement by Year 6.

Due to the improved staffing situation, it has been possible to appoint subject leaders and they have begun to develop their leadership role. Subject leadership is now satisfactory overall. Many subjects had no leader until very recently, which hampered progress. Teachers are keen, enthusiastic and very committed to developing their responsibilities. Good leadership in the Foundation Stage is having a positive impact on provision.

Governance has developed rapidly and is outstanding. Through their strong commitment, governors have been instrumental in securing many improvements. They have a thorough understanding of their strategic role and there are effective arrangements for gathering information about the school's performance. They are dedicated and determined to ensure that pupils receive high quality education.

The school has made very effective use of the high level of excellent support provided by the local authority.

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Annex A

Inspection judgements

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

Achievement and standards

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

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	2

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

10 June 2007

Dear Pupils

Inspection of Kenn CE Primary School, Kennford, Exeter, EX6 7TX

Thank you for making us welcome when we inspected your school. We thoroughly enjoyed our visit. We learnt a lot from talking with you and the staff, and joining your lessons and activities. You are polite, friendly and well behaved. You work and play well together. You have helped your school to improve very well. Well done!

Thank you for sharing your work with us and telling us what you like about your school. Your attendance has improved and it is important that this continues. The school council is working very well on behalf of all pupils.

You have worked hard. Your results are improving and you are making much better progress. The younger children in Year 1 and Year 2 still need to improve their writing, but it is getting better. Sometimes your work is not presented as neatly as it could be. We think that this lets you down. You can help by making sure that your work is tidy. We have also asked your teachers to encourage you to do this. We thought your work on display was very good. You told us that lessons were more interesting and we agree. You like having more hands-on work in science. This is good because it will help you to become even better at science. We have asked Mrs Evans and your teachers to make sure that you have enough practical work. Your headteacher, all adults that work in the school and the governors are working hard like you. They know what they need to do to make the school even better. They care very much about you and they want you to achieve your best. We have asked Mrs Evans to help the teachers to develop their responsibilities for different subjects. This is much easier now that more teachers are permanent.

It was a pleasure to be in your school and to meet you. Best wishes for your future.

Yours sincerely

Anne Johns Lead Inspector