

Kender Primary School

Inspection report

Unique Reference Number	100691
Local Authority	Lewisham
Inspection number	307442
Inspection date	21 May 2008
Reporting inspector	Juliet Ward

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	248
Appropriate authority	The governing body
Chair	Mr Philip Anderson
Headteacher	Mr Keith Barr
Date of previous school inspection	4 October 2004
School address	Briant Street New Cross London SE14 5JA
Telephone number	020 7639 4654
Fax number	020 7635 5937

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- how well the school had improved the assessment of pupils' progress in design and technology, geography, history, information and communication technology (ICT), music, physical education and religious education since the last inspection
- the increased effectiveness of the senior management team in the systematic monitoring of teaching and learning.

The inspector gathered evidence from jointly observing lessons with senior managers, discussions with staff, governors and pupils, pupils' work, parental questionnaires, the school's records of checks on the quality of its work, and tracking pupils' progress. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given by its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Kender Primary School is a one-form entry school including a Nursery with 50 part-time places for children. The school has experienced considerable changes over the past year, including a headteacher and several teachers being appointed. A very high proportion of pupils are from minority ethnic groups, and over half have English as an additional language. About a third are entitled to free school meals, which is well above the national average. A quarter of pupils have learning difficulties and/or disabilities which include specific learning and behavioural problems; eight pupils have been identified as being on the autistic spectrum disorder scale, a total of seven pupils have a Statement of Special Educational Need and 15% of children at Kender are on the Speech and Language register.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kender is a good, improving school which has responded very effectively to the significant changes in staffing during the past year. Within a caring ethos that permeates all aspects of school life, pupils are valued and cherished as individuals. Consequently, they flourish and are keen to do well. The overwhelming majority of parents are supportive of the school. One parental comment is typical of many, 'this is a very community focused school. Every child and their family is treated and cared for with respect'.

Children enter the school with well below average standards but get off to a good start in the Nursery because their individual needs are met well enabling them to make very good progress. This progress is built on successfully in the Reception class and steadily throughout the rest of the school, with academic skills and creative talents being effectively nurtured. Because of this, by the end of Year 6 pupils achieve standards that are good overall. Attainment in English is particularly high and well above national averages. Pupils' attainment is rather more patchy in writing, ranging from satisfactory to outstanding. Although standards are average in mathematics and improving after a substantial dip in 2007, they are not as high as they should be. This stems from pupils not having had sufficient opportunities to practise and improve their skills in investigating numbers and problems in a wide enough range of contexts. Recent intervention strategies have helped to remedy gaps in pupils' skills throughout the school. However throughout Key Stages 1 and 2 some pupils need greater challenges to achieve better.

Skilled and enthusiastic teaching contributes to pupils' increasingly good progress. For example, in two numeracy lessons observed, pupils were making very good progress in solving the number problems and explaining how they arrived at their answers. Lessons are characterised by good relationships and clear expectations. One parent echoed the view of several, 'I've noticed how happy my daughter is at Kender, she is always happy and chatty when she gets home'. Teachers' instructions, demonstrations and explanations promote learning well. Interactive whiteboards are used effectively by teachers and pupils to illustrate key learning points. Pupils are keen to do well and their responses to teachers' questioning are often articulate and well thought out. In the best lessons, the teachers plan carefully to give pupils time to reflect and discuss how well they have done and what they could do next to improve. However, pupils do not yet have individual targets for improvement, although the school has planned to introduce individual target setting at the beginning of the next academic year. Teaching assistants support pupils effectively, especially those with specific learning or behavioural difficulties.

Pupils reach good standards in other subjects, such as information and communication technology (ICT), physical education and art. The enrichment experiences provided for pupils are exciting and make a positive contribution to pupils' learning and personal development. There are frequent visitors to school and pupils go on many visits, including a residential stay in Year 6, to extend their horizons. The curriculum is planned well to develop pupils' understanding of the beliefs and traditions of the wide range of cultures found in modern day society. This plays an important role in their personal development as pupils live in an area of wide ethnic diversity. There is a good range of after-school clubs, with strong emphasis on sporting activity to promote pupils' health and fitness.

Pupils behave very well, being polite and considerate to others. They enjoy coming to school, which is reflected in the high attendance rate. They willingly take on responsibility, such as being a member of the school council and make a positive contribution to the school and wider

community. For example, they take an active role in gardening projects at the residential home for the elderly. Pupils show a good understanding of healthy eating and the need for regular exercise. This is reflected in the high take-up of sporting clubs. They talked confidently about how to stay safe and they act responsibly in and around school. Their good level of skills, particularly in literacy and ICT show they are well prepared for their future lives.

Parents appreciate the way the school looks after and cares for their children. One comment summed up the views of many, 'we receive regular newsletters and there are always opportunities to become involved in the school for the benefit of our children.' Safeguarding procedures are thorough, including rigorous risk assessments within and around school and also for off-site visits. There are very good links with outside agencies to provide extra support for individual pupils when needed.

The governors play an active role in supporting the school. However, they have not questioned and challenged the managers sufficiently in the past, nor have they ensured the issues raised for improvement in 2004 were addressed. In part, this is why the improvement since the last inspection has been satisfactory, rather than better.

The headteacher provides strong leadership with a clear drive for school improvement. His vision is shared by the recently formed senior leadership team and all are fully involved in the work of the school. This is evident in the strong team ethos emerging throughout the school. This has played an important part in ensuring the dips in attainment seen in 2007 in mathematics are rectified. The school has worked effectively to ensure that changes in staffing have not caused the pupils' progress to slow. The school's self-evaluation is accurate and enables it to identify the correct areas for priority development. This is seen in the way it has targeted improvement in mathematics throughout the school. The school's recent and impressive improvement in the last six months demonstrates that the capacity for further improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good with several outstanding features and children make very good progress. This is because there are well established procedures for introducing children into the Nursery and this helps them settle quickly into everyday school routines. Staff tailor activities very successfully to meet individual needs. These activities are practical, stimulating and effectively capture the children's interest. Children in Reception are encouraged to make choices for themselves, which helps them develop as independent learners. They achieve very well and by the time they enter Year 1 are close to meeting the levels expected of them in all areas of learning. Parents are appreciative of the care taken by the school to ensure the children settle very well. One parent wrote, 'my child has really excelled since starting Kender; even though she is in Reception she has learnt many new things.'

What the school should do to improve further

- Challenge the more able pupils to achieve higher levels of attainment, especially in mathematics and writing throughout the school.
- Improve the effectiveness of the governing body in meeting their commitment in holding the school to account.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	3
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

04 June 2008

Dear Children

Inspection of Kender Primary School, London, SE14 5JA

Thank you for making me so welcome when I came to your school. I really enjoyed visiting all of your classes, looking at your work and talking with you. I am sad not to have been able to spend much more time in each class. I am especially pleased some of you came to talk to me about your work, and showed me lots of it.

Your school is a good school with lots of really special features. All of the adults working with you care very much about you and want you to do well. Your headteacher leads and manages your school very well indeed. You make good progress during your time at Kender and some of you are ready to manage even harder work. Your teachers make lessons exciting. Your behaviour is good and you listen well in lessons and try hard. Your parents said how much they like the school and lots of them and lots of you told me how well you get on together and how helpful the teachers are. It was good to see how kind you are and how willingly you help each other.

I have asked the teachers to make the work even harder for some of you! I have also asked the governors to make sure they check how well the school is doing.

Please thank your parents for kindly sending in the letters and responses to the questionnaire. These helped me to understand how well the school is doing.

Yours sincerely

Juliet Ward

Lead Inspector