

# Kennett Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	110613
<b>Local Authority</b>	CAMBRIDGESHIRE LA
<b>Inspection number</b>	310361
<b>Inspection dates</b>	19–20 November 2007
<b>Reporting inspector</b>	Cheryl Thompson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Reeve
<b>Headteacher</b>	Mrs Nicola Bramley
<b>Date of previous school inspection</b>	11 October 2004
<b>School address</b>	Station Road Kennett Newmarket Suffolk CB8 7QQ
<b>Telephone number</b>	01638750386
<b>Fax number</b>	01638750386

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a much smaller than average primary school serving the local village and beyond. It is oversubscribed and accommodation is limited. Almost all pupils are White British. There is an average number of pupils with learning difficulties and/or disabilities but a much higher than usual number of pupils with significant levels of need. The proportion of pupils eligible for free school meals is below average. The school has attained nationally recognised Health Promoting Status, information and communication technology (ICT) NAACE Mark, Basic Skills Mark and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school and a happy community. It is accurate in its judgement that it provides a good education underpinned by the excellent care, guidance and support provided for its pupils. The headteacher, teachers and governors provide good leadership and management and demonstrate a good capacity for further improvement. They have a strong and successful commitment to providing a school where pupils and their families feel part of a caring community. Parents are overwhelmingly supportive of the school and have many good things to say about it such as, 'the school offers excellent opportunities both in school and after school to enrich their (pupils') learning'.

Pupils make good progress as they move through the school and, by the time they leave, attain above average standards in English, mathematics, science and ICT. Teachers manage the task of planning for several year groups and the wide range of ability very competently and deploy proficient teaching assistants very profitably. Through its good tracking system, the school has noted that a small number of more able pupils can do even better in writing and good plans are in place to ensure that they do. Pupils with learning difficulties and/or disabilities make good progress academically and in developing independence. Excellent links with outside agencies ensures pupils have appropriate support.

The headteacher's exceptional commitment to ensuring a breadth of high quality learning experiences contributes significantly to pupils' enjoyment and achievement. For example, all Year 5 and 6 pupils learn to play a brass instrument and some pupils now perform with the Newmarket Brass Band. Pupils enjoy school a good deal because of the outstanding curriculum and good teaching. Consequently, attendance is above average and there are frequently 100% participation rates in the exceptional range of clubs and sporting activities. Pupils say, 'there's lots of interesting things to do' and that, 'teachers are one of the best things about the school'. Pupils' personal development is outstanding. They behave well in school and are keen to take advantage of all that is on offer. They have an excellent understanding of how to keep themselves fit and healthy. Pupils develop a strong sense of responsibility. Their leadership and social skills develop very well through opportunities for older pupils to take responsibility for the younger ones by being 'buddies' or mentors. These good social skills together with the good progress made in literacy, numeracy and ICT prepare them well for their future.

## Effectiveness of the Foundation Stage

### Grade: 2

Reception children are taught in a class with Year 1. The Foundation Stage provides a good start to children's education. Children are keen to learn because the curriculum is well planned and teaching is good. A key strength is the emphasis on involving parents in their child's education and the information provided to help them do this. Children make particularly good progress in learning sounds and how to use these to help them write and read. These skills prepare them well for Year 1 where the good practice is continued. The Foundation Stage co-ordinator has a very good understanding of expected good practice for the age group and ensures the school complies with all guidance. However, not being part of the strategic leadership team, as either Foundation Stage coordinator or literacy leader, limits the formal opportunities for her involvement in issues of whole-school development.

## **What the school should do to improve further**

- Raise standards further in writing by ensuring more able pupils make even better progress.
- Include the Foundation Stage/literacy co-ordinator in the strategic leadership group.

## **Achievement and standards**

### **Grade: 2**

Children's attainment on entry to the Reception class is very wide ranging but generally at a level typical for the age group. As they move through the school, they make good progress, not only academically but also in their personal development. A strength is the good progress made in developing literacy, numeracy and ICT skills, which pupils use profitably in research work in the older class. Each pupil's progress is tracked carefully, and through this, the school has correctly noted that a small number of more able pupils could do even better in writing. Pupils with significant difficulties and/or disabilities and those with statements of special educational need thrive in the school's outstanding care and encouragement and make good progress.

The numbers of pupils taking national tests are always small which makes data for just one year unreliable. However, over time and in the current Year 6, standards in English, mathematics, science and ICT are above average. Challenging targets are set for Year 6 pupils to achieve in national tests and effective support is in place to ensure these are met.

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

### **Grade: 1**

Pupils' personal development including their spiritual, moral, social and cultural development is outstanding. Excellent relationships within the school mean that pupils are confident in voicing their opinions and have positive attitudes to learning. Pupils make an outstanding contribution to their own and the local community. Older pupils willingly take on responsibility for the younger, for example in their mentor and buddy roles. Senior citizens are regularly welcomed to school and served lunch by older pupils. Behaviour is good overall rather than outstanding as a few pupils find it difficult to moderate their own behaviour. When teaching is outstanding, so is behaviour. Pupils feel there is no bullying in the school and are very confident that should they have any worries, any adult would deal with their concerns. They have an excellent understanding of a healthy diet and how to keep themselves fit by regular exercise. The exceptional range of visits and visitors contributes well to their good understanding of how to keep themselves safe.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Excellent relationships underpin teachers' good class management. Teachers assess pupils' work thoroughly and keep good track of their progress. They manage the challenge of planning lessons to suit a very wide age and ability range competently. Teachers know that there is more to do to refine planning further to ensure a few, more able pupils, do even better with their writing skills. Proficient teaching assistants are a valued and valuable part of the school team. They have a positive impact on pupils' good personal and academic progress.

The Kennett 'team spirit' is high in spite of extremely cramped accommodation, which limits the effectiveness of group work and necessitates moving significant amounts of furniture several times a day. Facilities for staff are very poor, for example, there is no staff room or work area for designated planning and preparation time. These restrictions limit their access to certain information and resources, and opportunities for confidential discussions with colleagues, pupils or parents.

## **Curriculum and other activities**

### **Grade: 1**

For such a small school, the curriculum is outstanding and a reflection of the headteacher's determination to provide pupils with a breadth of high quality experiences. It meets pupils' needs very well because it offers a much wider range of interesting and exciting activities than is usually found in such a small school. It achieves this in part by linking subjects and providing specialist teaching, for example in French and music. Through sporting and other partnerships, pupils have excellent opportunities for learning a wide range of sports and taking part, very successfully, in inter-school competitions. The excellent range of clubs, visits and visitors supports pupils' understanding and opportunities to apply their knowledge to keep themselves safe, fit and healthy. Teachers' and teaching assistants' good-will in giving over and above the time expected of them, for example to take pupils to many sporting events, ensure the outstanding curriculum and range of clubs is of immeasurable benefit to the school and its pupils.

## **Care, guidance and support**

### **Grade: 1**

Parents speak warmly of the exceptional care provided for their children and the support for themselves. The school provides excellent pastoral care for its pupils. Safeguarding procedures are secure and robust. Each pupil is valued and their family known well. Excellent systems, such as adult mentors, peer mentors and 'listening box', are in place for pupils to communicate any concerns or suggestions. Consequently, any concerns are noted and dealt with promptly. Academic guidance is good, pupils know what they need to do to improve their work. Provision for pupils with learning difficulties and/or disabilities is excellent because needs are identified quickly and the school is assiduous in following up its requests for additional support from outside agencies. The local authority team supports the school very effectively in its excellent provision for looked after children. Thorough recording systems ensure that, on their return, travelling pupils can continue their learning profitably. The school has recently gained funding to provide a breakfast club, which is appreciated by parents and their children.

Whilst the school's exceptional care, guidance and support cannot be faulted, the school has no appropriate facilities for pupils with physical disabilities. For example, pupils with such difficulties have to share a single toilet facility with staff.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall, which has secured good improvement since the last inspection. The headteacher's exceptional leadership and determination to provide enjoyable learning experiences and include pupils with learning difficulties and/or disabilities is shared

by staff and governors. In the management time available, the headteacher carries out regular and rigorous checks on teaching and pupils' learning. Pupils' progress is tracked regularly and rigorously with the outcomes used effectively to set targets for school improvement and for staff for their pupil's achievement. With small numbers of teaching staff, each teacher has several responsibilities. They fulfil these very well by checking on the provision in their subject areas and contributing to the good school development plan. The newly formed strategic leadership group includes the chair of governors but not the Foundation Stage/literacy co-ordinator, which prevents her formally contributing to school development. Governance is good. A small core of governors has a good understanding of all that goes on in the school, others, recently recruited are working to improve their skills. Governors are proactive in negotiations with the local authority to secure better accommodation.

Numbers of pupils in each year group vary with the result that, in this school year, there are far more pupils than usual in the Year 4, 5 and 6 class. The school has budgeted to provide an extra teacher to teach Year 4 as a separate class, however, the school's accommodation is cramped, so that at present, there is nowhere suitable to use as a teaching area. The school is awaiting a replacement mobile classroom.

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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?	1
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 <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 November 2007

Dear Children

Inspection of Kennett Primary School, Station Road, Kennett CB8 7QQ

Thank you so much for welcoming me to your school. Like you, I thought it is a very friendly and exciting place to be. My particular thanks to those of you who kindly gave up part of your lunchtimes to talk to me. I found what you had to say very helpful. In return, I now want to share with you my findings.

This is a good school. You told me that you love coming to school and I can see why, particularly when I saw the interesting lessons you have and the rich range of clubs, sporting activities, visitors and other opportunities the school provides. You told me that one of the best things in the school are the teachers and that you get on very well with them. Teaching is good and I could see that all the adults care about you a great deal and work hard on your behalf. I could see that standards are above average and you are very confident using the laptops in lessons. You make good progress because teachers keep a close eye on how well you are getting on. Your headteacher provides excellent leadership and I thought the other members of staff who are on the new leadership team provide good leadership at the moment because they have not been doing it very long. I have asked your headteacher to do two things to make your school even better.

- To make sure that everyone does as well as possible in developing their writing skills.
- To make sure all the people who need to be are involved in making decisions about your school.

This is a good school, not only because of what the adults bring to it but also because of your contributions. It is clearly a very friendly place to be and you all get on very well together. You are very positive about learning and I was very impressed with the numbers of you taking part in the sporting activities.

All good wishes for your continued enjoyment of school life.

Cheryl Thompson

Lead Inspector