

# Kenninghall Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120824
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313754
<b>Inspection date</b>	4 December 2008
<b>Reporting inspector</b>	Nick Butt

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 (total)	101
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Debbie Rushen
<b>Headteacher</b>	Mr Daryl Jones
<b>Date of previous school inspection</b>	18 October 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Close Kenninghall Norwich Norfolk NR16 2EJ

---

<b>Age group</b>	4–11
<b>Inspection date</b>	4 December 2008
<b>Inspection number</b>	313754

**Telephone number**  
**Fax number**

01953 887286  
01953 887048

<b>Age group</b>	4-11
<b>Inspection date</b>	4 December 2008
<b>Inspection number</b>	313754

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of the Early Years Foundation Stage (EYFS).
- The difference the new curriculum is making to pupils' learning.
- The impact of the new leadership team on standards and achievement.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussions with staff, a governor and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small village school includes Early Years Foundation Stage (EYFS) provision consisting of a Reception class. Few pupils are entitled to free school meals. The vast majority of pupils come from a White British background. Hardly any pupils speak English as an additional language. The number of pupils with learning difficulties and/ or disabilities is below average. These include moderate learning difficulties. It has the Activemark award for sport, the Artsmark silver award and an Eco School bronze award. The school supports the Forest Schools movement to promote outdoor education. The headteacher and deputy headteacher both took up their posts in September 2008 and 60% of the teaching staff are new to the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Kenninghall is a good school. As one parent said, reflecting the views of many, 'It is a very friendly and pleasant village school.' The new leadership team has already had a positive impact on the school, building on its good reputation established over many years, and bringing its own brand of energy and enthusiasm. Pupils start in Reception with a wide range of skills and abilities typical of those expected nationally of four-year-olds. They achieve well throughout the school because the teaching is consistently good and the new curriculum enables them to make links across different areas of learning. Standards are currently above average in reading, writing and mathematics by Year 2 and Year 6, continuing a trend of above average standards over time.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. They are very enthusiastic about learning and thoroughly enjoy school, which is reflected in consistently high attendance. Behaviour is excellent both in classrooms and around the school. Pupils are very caring towards one another. A parent noted, 'I have been particularly impressed by the way the Year 6 pupils play and interact with those in Reception.' Pupils have an extremely good knowledge about healthy choices and grow their own vegetables in the school grounds. They take plenty of exercise, both in physical education lessons and through a wide variety of sports clubs. They feel safe in school and free from bullying and harassment. They take responsibility willingly, and have many opportunities to show leadership as 'playground friends', members of the school council and eco council, house captains, librarians and play leaders. Pupils play a particularly important role in the local community, such as when laying a wreath at the Remembrance Day Ceremony and participating with gusto in the Midsummer Revels. They have established close links with pupils from a nearby special school and have undertaken a joint arts project. They leave the school as confident learners with a good set of basic skills and well prepared for secondary education.

The revised curriculum contributes well to pupils' positive attitudes to learning and their enjoyment of school. A thematic approach enables pupils to study topics of interest in depth and to develop their independence. A pupil said, 'It makes learning less confusing as we don't have to go quickly between subjects.' An emphasis on outdoor learning along the lines of the Forest School approach gives pupils opportunities to explore the local woods and become much more aware of the natural environment. As one pupil commented, 'We get to make dens and catch bugs and look at them really carefully.' Staff ensure the curriculum meets the requirements of the National Curriculum in terms of what it covers, but have not outlined in enough detail the skills pupils need to learn specifically in each year group. This means that there is not a clear structure to enable pupils to build their skills over time in an ordered way. The curriculum is enriched well with visits to places of interest such as the Tudor manor house at Kentwell and a good range of clubs. Year 5 pupils all learn the guitar and Spanish and French are taught across the school, enabling pupils to develop their cultural understanding. Themed events such as a whole school Diwali day further enrich pupils' experiences.

Teaching and learning are good because teachers have good subject knowledge and explain clearly to pupils what they are going to learn. The work is matched well to pupils' levels of attainment, with sufficient challenge to enable all pupils, including those with moderate learning difficulties, to make good progress. There is an appropriate emphasis on developing pupils' speaking and listening skills, as when Year 6 pupils debated whether there should be rules about what goes into their lunch boxes. Teachers demonstrate high expectations of what pupils

can do and achieve, and their questioning extends learning well. Class management is excellent, supported by the new 'Good to be Green' behaviour policy. Occasionally too much time is spent introducing lessons, which means that groups have limited time for their activities and the pace of learning slows down.

Care, guidance and support are good, with all safeguarding requirements met. Teaching assistants are fully briefed by teachers so that they can support pupils well. The provision for pupils with learning difficulties and/ or disabilities is effective, with clear individual education plans that set out next steps in learning. All pupils have targets for improvement that they are working towards, and these are innovatively set out in 'Passports to Success' for Year 5 and Year 6 pupils. However, marking does not tend to show pupils how they can improve, rather informing them simply whether or not they have met the learning objective of the relevant lesson.

Leadership and management are good. The restructuring of classes so that they do not bridge key stages has made planning much simpler and enabled the Reception children to start school in a very small cohesive group, benefiting from plenty of adult attention. The appointment of a deputy headteacher has strengthened the leadership team considerably and given the headteacher more time to plan strategically. The introduction of a new curriculum has made learning relevant and enjoyable for pupils, and behaviour is even better than it was because of the new traffic light card system that pupils readily understand and value. A revised tracking system enables staff to follow the progress of all pupils very carefully over time, and to identify promptly any who are at risk of falling behind. While it is still early days, the impact of these changes is already becoming apparent, and staff have united behind the headteacher's very clear vision for the school's future development. Self-evaluation is good and has led to effective strategic plans that emphasise the impact of improvements on pupils' learning. Monitoring of teaching and learning by the headteacher is perceptive and thorough, but other leaders have not got fully into their stride in assessing standards and achievement in their areas. The school is particularly effective at uniting its local community, being very much the beating heart at the centre of village life. Pupils also have a good understanding of other cultures and faiths and correspond as pen-pals with Spanish schoolchildren. The governing body is very supportive of the new leadership team and gives the school a strong strategic lead, although the use of focused visits to see pupils at work is fairly limited. The school has a long-standing track record for raising standards and achievement and its capacity to improve further is good with the current team of staff and governors.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children in the Reception class make a good start to their school careers in a caring and welcoming learning environment. They benefit from a wide variety of activities that interest them and excite their curiosity. For example, as part of a study on floating and sinking, children were making boats out of foil and discovering how many teddies the boats would hold before they sank. There is a good mix of adult-led and child-initiated activities that develop children's early literacy and numeracy skills well. Children enter Year 1 having met and, often, exceeded the early learning goals for their age. The EYFS is led and managed well, with a strong team of staff working effectively together. All children are included well and enabled to participate fully, including any who are learning English as an additional language. The happy secure atmosphere and the enjoyable activities contribute very well to children's excellent personal development and well-being, so that they play together confidently and grow in independence. While provision is generally good, the outdoor space lacks resources and does not have a canopy

for all-weather work, thus limiting its use somewhat. At present, the system for recording what children can do and how well they achieve is too complicated and unwieldy.

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

- Refine curriculum planning to include sufficient detail of how skills will be developed and built upon from year to year.
- Improve marking by providing information to pupils on the next steps in their learning.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	2
How well does the school contribute to community cohesion?	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**

5 December 2008

Dear Pupils

Inspection of Kenninghall Community Primary School, Norfolk, N16 2EJ

Thank you for making us so welcome when we visited your school. We agree with you that yours is a good school and here are some of its special strengths.

- You all make good progress and you reach above average standards.
- The teaching is good and makes learning enjoyable.
- The new curriculum is exciting so that you can study things that interest you in depth.
- Your behaviour is excellent.
- You take plenty of responsibility for helping one another and contributing to school life.
- Your attendance is very high.
- There are plenty of clubs and visits for you to enjoy.
- The staff look after you well.
- Children in the Reception class get off to a good start.
- Mr Jones leads the school well.

Your teachers make sure that you cover all the subjects you are supposed to in your lessons. We have asked them to think more about the particular skills they want you to learn in those subjects in each year group. We are glad that you know your targets and believe that you would benefit from comments in your books that tell you what you need to do next to improve.

Thank you once again for your help. We think your school is going from strength to strength. Our very best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector