

Kennington Primary School

Inspection report

Unique Reference Number	119153
Local Authority	Lancashire
Inspection number	326953
Inspection dates	20–21 January 2009
Reporting inspector	Jennie Platt

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
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
Appropriate authority	The governing body
Chair	Dr John Bailey
Headteacher	Mrs Judy McAteer
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kennington Road Fulwood Preston Lancashire PR2 8ER
Telephone number	01772 774044
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size primary school which caters for pupils in an area that is socially advantaged although there are pockets of deprivation. Several pupils start or leave the school at different times during the year. Few pupils are entitled to a free school meal. A high proportion of pupils are from minority ethnic groups. Many of these are learning English as an additional language although few are at the early stages of speaking English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The Early Years Foundation Stage (EYFS) children are taught in two Reception classes. The school has pre-school and an after school club which is managed separately to the school and was not part of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with several good features, principally in personal development and pastoral care. It embraces the increasing diversity of its intake and develops in pupils the necessary attributes to celebrate the skills of others. They are proud of their school. Pupils enjoy school and have many friends. Pastoral care is good and pupils feel safe because staff show genuine concern for their welfare. The close links with external agencies contributes to pupils' good understanding of keeping safe and healthy. The school has achieved Healthy School status and the Activemark. The school has a real community feel and pupils contribute to this by helping each other. They play happily together with good interaction between age, gender and ethnicity. This is very evident at lunchtime when pupils organise small football competitions and cheer each other on. The school enjoys the support of parents. A few who responded to the inspection questionnaire felt communications could improve, but most are very happy and as one parent said 'my child enjoys going to school so much, has lots of friends and likes the teachers'.

Achievement is satisfactory. Children start school with skills and abilities that are broadly typical for their age although this does vary. Standards at the end of Years 2 and 6 are average. Results of teacher assessments at the end of Year 2 in reading, writing and mathematics have been average for several years. Most pupils make satisfactory progress in Key Stage 1 but the more able pupils do not make enough progress especially in mathematics. Results of national tests at the end of Year 6 are broadly average in English, mathematics and science. Standards in reading and writing have risen over the last four years because the school has given more attention to tracking pupils' progress and linking their work to the requirements of the National Curriculum. This has led especially to a rise in numbers of pupils exceeding the level expected for their age. This improvement is not yet seen in other subjects especially mathematics and science. Pupils' sound basic skills show that their preparation for the future is satisfactory.

Teaching and learning are satisfactory. There are pockets of good teaching but this is inconsistent and is not enough to enable the pupils to make good progress. All teachers have good relationships with their pupils so that behaviour is managed effectively in a positive way. As a result, pupils learn in a calm purposeful environment. The best lessons include practical activities that interest pupils so that they are eager to learn. The major factor affecting progress is the inconsistency in meeting the needs of all abilities and a lack of challenge and vigour in some lessons. Teaching assistants are deployed effectively especially to help pupils with learning difficulties and/or disabilities and these pupils make good progress.

Teachers plan a sound curriculum that gives good attention to personal and social development and leads to polite, well behaved pupils. Limited resources for information and communication technology (ICT) restrict the development of pupils' skills across the curriculum. The enrichment to the curriculum is good and you have to book your seat early for the popular school productions.

Leadership and management are satisfactory. The decision to seek support from the local authority is yielding benefits as staff are now all pulling together in the same direction. The impact of this can be seen in the improvement in English. Self-evaluation lacks challenge and bite because too much weight is given to provision and not enough to the effect of actions on pupil's progress and standards. Governors are supportive and share a wide range of useful talents and experiences. They evaluate what is happening in school but are not always sufficiently

strong in challenging the performance of the school. The school has satisfactory capacity to improve and provides sound value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enjoy starting school because their days are well ordered and they experience a good and practical range of activities. Personal development is excellent and children flourish in this caring environment. They quickly make friends and can often be seen working with a partner at a new task for a considerable length of time. From starting school with skills typical for their age they make good progress and leave with many reaching average levels in their language and mathematical development with an increasing number exceeding this level in their creative, physical and social skills. Teaching and learning are good with some excellent teaching seen by inspectors. A good balance of free choice and adult led activities leads to children growing in independence. Adults have an informed understanding of the needs of this age range and work as a team so that a ready hand is always available to help the children. Information and communication technology is good and the children are amazed with the new resources that enable them to learn new skills. This is especially beneficial for children learning to speak English as an additional language and those with learning difficulties and/or disabilities. They benefit from being identified early and prompt support put in place. Leadership and management are good. All recent national changes are well established with the good attention given to children's welfare. The curriculum is good and vigorously promotes harmony between children of different backgrounds. There is scope for the children who are mixed with Year 1 to have more opportunities to combine with the other Reception children in the attractive room designed especially for this age.

What the school should do to improve further

- Improve progress in Key Stages 1 and 2 especially for the more able pupils in mathematics and science.
- Improve the challenge in lessons and ensure tasks are always sufficiently interesting to sustain pupils' enthusiasm for learning.
- Raise the profile of ICT in the school, increasing resources and their use to support the curriculum.
- Improve the effectiveness of the school's self-evaluation giving more attention to the links between provision and their impact on standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

Achievement and standardsGrade: 3

Achievement is satisfactory. Pupils start Year 1 with broadly average basic skills although this varies from year to year. Pupils make satisfactory progress and standards at the end of Year 6 are broadly average.

Results of teacher assessments at the end of Year 2 are average and have been for several years except for a rise in 2006, which was not sustained. Current standards are broadly average but show a slight rise in reading and writing. Most pupils make satisfactory progress but in mathematics more able pupils do not make enough progress. The results of national tests at the end of Year 6 have been average for the last four years. Writing has been a focus for the

school and in response to better assessment systems standards are rising, especially for the number of pupils exceeding the level expected for their age. This improvement is less evident in mathematics and science and more able pupils do not make the progress they should.

Pupils with learning difficulties and/or disabilities are well supported by well trained teaching assistants. The pupils identified as needing help because English is an additional language also make good progress. They benefit from bilingual help and also the other pupils in school are very supportive and ensure they are accepted warmly into the school community.

Achievement and standards

Grade: 3

Personal development and well-being

Grade: 2

This is a happy school. Behaviour is good; pupils work hard and are keen to learn. They enjoy school and feel safe and secure. They pay close heed to the important messages from the local community police support officer and learn how to keep safe on the road. Bullying and racial incidents rarely occur but if they do, staff act quickly to sort out the problem. Attendance is broadly average. Throughout the school, pupils' good spiritual, moral, social and cultural development is helping them to acquire a firm sense of right and wrong and to take responsibility. Pupils make a good contribution to the school and local community. As one parent writes 'a place on the school council is greatly sought after'. This is because councillors represent their classmates and have influenced changes such as, in the reorganisation of playground equipment. Pupils celebrate the school's local cultures, for example, in country dancing, and also value the traditions of those from different backgrounds. The school promotes healthy eating well and pupils talk confidently how healthy food and exercise helps their concentration and energy. They have good opportunities to acquire business skills by arranging charity collections. For example, Year 6 organise an annual charity collection for 'Childline.' Pupils make satisfactory progress in developing key skills required to prepare them for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and several lessons include aspects of good practice. Classrooms are attractive with many aids to learning that guide pupils as they work. Behaviour is good because staff are positive but firm in the management of pupils. Teachers have good relationships with their pupils and often include humour that adds to the enjoyment of learning. Staff are improving their skills in teaching literacy but are less secure teaching mathematics and science where worksheets are used which do not always match the pupils' abilities or extend their learning. In the best lessons teachers set a brisk pace and expect pupils to complete tasks in challenging but realistic timescales. This is less evident when the pace of learning is too slow or pupils spend too long listening to teachers. Where teachers have access to an interactive white board these are used well and add interest to learning. There is good feedback to pupils during lessons and some teachers, but not all, include written comments when marking work that explain what has been done well and what can be improved.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has some good features. It provides well for pupils with learning difficulties and/or disabilities. Their needs are identified promptly and class teachers and support staff provide effective programmes of work. The curriculum is less successful at meeting the needs of the more able pupils. An increasing integration of subjects enhances pupils' skills in writing across many subjects. However, insufficient resources for information and communication technology (ICT) and the limited use of what is available restrict the development of pupils' skills. Provision for art and design is good. The high quality displays around the school provide a rich learning environment. A strong feature of the school is the presentation of drama and music productions. For example, Year 6 pupils perform a Shakespeare play every year. The curriculum is enriched effectively through educational visits and many extra curricular activities. The Year 6 residential visit to Wales promotes initiative and team building. The curriculum provides well for personal, social and health development and promotes harmony between pupils of different backgrounds. Many pupils have a lively start to the day taking part in activities to prepare them for learning.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Pupils feel safe and secure and adults are readily available if needed. Child protection procedures are in place and requirements for safeguarding pupils' welfare are secure. The school works effectively with partner agencies, especially to support pupils with learning difficulties and/or disabilities and those whose are new to the country and just starting to learn English as an additional language. A particular strength for these pupils is the availability of two bilingual teaching assistants. The school works hard to ensure any problems with attendance are dealt with sensitively and responds appropriately to pupils' absence linked to their different religious requirements. Good arrangements are in place to support children when they start school and to help prepare Year 6 pupils for their next stage of education. Procedures to track pupils' academic progress and offer guidance have been adjusted and are now good in English and mathematics. The impact on English is very clear but as yet the influence of change cannot be seen in mathematics. Pupils have targets to work towards which they are able to use to improve their work.

Leadership and management

Grade: 3

Leadership and management and governance are satisfactory. A particular strength is the creation of a caring society that has embraced the increasing diversity of the school's intake. Governors are especially astute at checking that finances are spent wisely. Satisfactory management has led to the issues identified at the previous inspection being adequately tackled; for example, the governing body now has established working practices and teachers give more advice when marking pupils' work. With guidance from the local authority the school now has a sharper focus on raising standards. Actions to raise the quality of work in English are successful, but improvement is slower to materialise in mathematics. The school's self-evaluation lacks a sufficient focus on the impact of its actions on raising standards. For example, teaching is

monitored regularly but follow up is not robust enough to ensure consistency in the quality of teaching.

The school's contribution to communication cohesion is satisfactory. Although no formal audit of this aspect of the school's work has been conducted the governors are actively trying to include more representatives from different ethnic backgrounds to the Parent Teacher Association and the governing body and are looking to extend links to communities in different countries.

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.

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?	3
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	3

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?	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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	2

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	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

Annex B

Text from letter to pupils explaining the findings of the inspection

22 January 2009

Dear Pupils

Inspection of Kennington Primary School, Lancashire, PR2 8ER

Thank you for the wonderful welcome you gave us when we inspected your school. Your friendly smiles and willingness to tell us all about your school made our visit most enjoyable. You go to a satisfactory school that has some good features especially in your personal development. Your behaviour is good and you work hard. It was lovely to see you all playing happily together. You welcome new pupils especially those who may just have arrived in England and are still learning English. You have a good understanding about keeping safe and healthy because you give good attention to information from your teachers and visitors. Watching you being so energetic on the playground made it very clear that you like to keep fit.

Most of you make satisfactory progress but we felt a few of you find work too easy and could make better progress especially in mathematics and science. We have asked your teachers to make sure your work is always set at just the right level and lessons are always exciting. During our visit we noticed that you do not have enough resources for information and communication technology (ICT) and the school is going to obtain more equipment so that you can use ICT in many lessons. The school is also going to ensure sure that all the changes made help you to make as much progress as possible.

Many of your parents told us about your amazing school productions. We are sure these will be just some of the wonderful memories you have of your time in school.

We wish you much happiness for the future.

Jennie Platt

Lead inspector