

Kenn Church of England Primary School

Kennford, Exeter, EX6 7TX

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make consistently good progress from their different starting points.
- In recent years, standards of attainment at the end of Key Stage 1 and 2 have been above the national average.
- Teaching is consistently good in most year groups. Each pupil is known well by their teachers and provision for their personal needs is good.
- Disabled pupils and those with special educational needs are cared for effectively. They are fully involved in the life of the school and achieve well.
- Children in the early years settle quickly and happily into school routines. They make good progress in their first year at Kenn.
- In the short time the executive headteacher has been in post, she has gained an accurate understanding of what needs to be done to improve Kenn further. She has gained the respect of staff, pupils and parents alike.
- Together, the new executive headteacher and the head of teaching and learning are providing determined and focused leadership to improve teaching and raise achievement further.
- Attendance is above average, which reflects the pupils' enthusiasm for coming to school. Pupils feel safe and well supported.
- Kenn provides well for the pupils' spiritual, moral, social and cultural development and understanding.
- The governors are effective in ensuring that the school is challenged and there is an ongoing commitment to school improvement.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. The most able pupils are not always fully challenged and teaching assistants are not always as effective as they should be.
- The move from early years to Key Stage 1 is not effective enough.
- Some pupils do not always take full responsibility for their behaviour in the classroom and during the school day.

Information about this inspection

- The inspector observed teaching across the school. There were six joint observations with the executive headteacher and the head of teaching and learning. In addition the inspector looked at the work pupils were doing in their books and listened to individual pupils read.
- The inspector held discussions with the Chair of Governors and six other members of the governing body. A telephone call was made to a representative of the local authority.
- The inspector looked at a range of documentation. This included the school's plan for future improvements, records relating to behaviour, attendance and safeguarding and curriculum plans. The school's own information on pupils' recent and current progress was also looked at.
- The inspector observed pupils' behaviour in lessons, around the school and on the playground.
- The views of parents were taken into account by looking at the 21 responses to the online Parent View survey and the school's questionnaires. Parents were also met at the beginning and end of the school day.
- Staff views were taken into account by looking at the six questionnaires that were completed and through discussions held with staff during the inspection.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Full report

Information about this school

- Kenn is a smaller than average-sized primary school situated near Exeter.
- Pupils are taught in one Reception class where pupils attend full time and three mixed-year classes for Key Stage 1 and 2.
- Approximately one in seven pupils at Kenn is disabled or has special educational needs. This proportion is above the national average.
- The proportions of pupils from minority ethnic groups and pupils who speak English as an additional language are well below average.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is significantly below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics at the end of Year 6.
- No pupils are educated off site or in other institutions or alternative placements.
- In 2013, the school became a member of the Kenn and Kenton Federation which consists of two local primary schools.
- The school is also a member of the Dawlish Learning Partnership.
- The executive teacher and the head of teaching and learning took up post at the beginning of this academic year.

What does the school need to do to improve further?

- Ensure that a greater proportion of teaching is outstanding by:
 - developing a clearer understanding of what constitutes outstanding teaching and progress and by sharing best practice across the federation
 - making sure that the most able pupils are fully challenged
 - improving the effectiveness of all teaching assistants and support staff.
- Develop closer links and improve the move from the early years to Key Stage 1 so that pupils make the best possible progress from the start of Year 1.
- Improve the overall standard of behaviour further by:
 - increasing pupils' responsibility for their own conduct
 - raising expectations for behaviour throughout the school.

Inspection judgements

The leadership and management are good

- The executive headteacher has raised expectations for all areas of the school's performance. Together with the head of teaching and learning and the governing body, the executive head has communicated high expectations to the staff. There is a strong shared determination to drive school improvement.
- Leadership and management are not yet outstanding because the quality of teaching, level of pupils' attainment and overall standard of behaviour could be improved further. Links between the early years and Key Stage 1 are not effective enough and transition between these year groups is not managed well enough to ensure pupils make the best progress. The school's leadership has identified these issues and has begun to address them.
- The senior staff monitor the progress and attainment of individuals and groups of pupils regularly and accurately. Any pupil who is at risk of falling behind is identified and appropriate support is put in place.
- Federation with Kenton Primary has widened pupils' opportunities and is beginning to encourage staff to share ideas and best practice, although this is not yet fully developed.
- An effective system is in place for the school's leadership to check on the quality of teaching across the school. Progression up the pay scale is linked to results and teachers' performance in the classroom.
- All staff and governors are involved in, and contribute to, the school development plan and are clear about the main priorities of the school.
- The range of subjects and activities provided by the school is varied and extensive. Pupils are able to develop their literacy and numeracy skills in different and imaginative ways. The stimulating curriculum and strong development of pupils' spiritual, moral, social and cultural knowledge and values prepares them well for life in modern Britain.
- The school is using the primary sports funding effectively. All pupils have benefited from the weekly sessions with external sports coaches. Staff are developing their coaching skills and sports equipment resources are being increased.
- The additional pupil premium funding is targeted effectively to put in place good quality support and resources. Consequently, the small number of pupils in receipt of this funding make similar progress to that of their peers. Kenn values the achievements of all its pupils and ensures equality of opportunity for all, fosters good relations and tackles discrimination.
- Leaders have an accurate understanding of the school's performance. The local authority is confident Kenn is a good school. It has provided effective support in areas where needed.
- All statutory safeguarding requirements are met.
- Staff have worked hard to strengthen links with parents. For example, a 'Community Forum' has been established. Virtually every parent who responded to Parent View or spoke to the inspector consider the school to be well led and managed.
- **The governance of the school:**
 - The governing body is well led, experienced and organised. Governors are well informed about the quality of teaching, learning and pupil achievement and what is done to tackle underperformance. They have a thorough understanding of Kenn's strengths and areas for improvement. Governors use information on achievement to challenge the headteacher about pupils' progress. They also check on how resources are allocated to enable all pupils to achieve their potential. They understand their responsibilities in making sure that staff performance and progress are linked to pay. Finances are carefully audited to ensure that all funding is allocated appropriately. This includes ensuring effective outcomes from the pupil premium and sports funding. They make sure that the school meets all its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is not yet outstanding because a small number of pupils do not manage their behaviour well enough. The few instances of inappropriate behaviour are dealt with effectively but have a negative impact on the overall standard of behaviour at Kenn.
- The great majority of pupils are enthusiastic and keen to learn. They respond promptly when teachers

request their attention so that time is not wasted. Pupils work well together on tasks inside and outside of the classroom.

- Teachers are positive role models and relationships throughout the school are secure and mutually supportive. Most of the pupils are polite, friendly and welcoming. They are proud of their school and trust their teachers to sort out any issues fairly.
- The pupils clearly enjoy coming to school. During the inspection, excited pupils of all ages arrived at school dressed in a variety of 'spots' to celebrate 'Children in Need' day.
- Pupils respond very positively and responsibly to taking on positions of responsibility, such as class monitors.
- The oldest pupils said that they will miss Kenn at the end of Year 6, but are excited about the new opportunities that lie ahead. They are well prepared for the next stage of their education.
- Attendance is, and has been, consistently above the national average.
- The great majority of parents consider that behaviour at Kenn is of a good standard.

Safety

- The school's work to keep pupils safe and secure is good.
- There are comprehensive systems in place for undertaking risk assessments and to provide support for vulnerable pupils. The school's records of behaviour are detailed and accurate.
- All pupils said they feel safe in the school, and this view is supported by parents. Pupils are aware of bullying in all its forms, including cyber bullying. They have a good knowledge of how to keep safe when using the internet.
- Pupils have a clear understanding of the importance of a healthy lifestyle. They enjoy using the 'trim trail' as well as sports equipment in the playground and on the school field.

The quality of teaching

is good

- Teaching is good and enables most pupils to make good progress from their various starting points and attain well in national tests.
- The quality of teaching is not outstanding because expectations are not always high enough, especially for the most able pupils.
- The way learning is planned is consistent across the whole school and the federation. Class teachers from the two federated schools hold half-termly planning meetings. Teachers plan stimulating lessons, which pupils enjoy, and they demonstrate a good level of subject knowledge. This was seen during a challenging science lesson in Key Stage 2, when pupils were researching to find out numerous examples of different light sources.
- Pupils are keen to share their ideas and apply themselves enthusiastically in lessons. This collaboration and enthusiasm was observed in a memorable Key Stage 2 lesson in which pupils were performing their 'Three Wishes for a Magic Box' to their classmates.
- Teachers have accurate knowledge as to how well and quickly their pupils are progressing. They make changes to the tasks set to help pupils make good progress and to overcome any misunderstandings. However, the tasks set in some lessons do not fully stretch the most able pupils.
- Pupils have clear respect for their teachers. Pupils are advised well as how to improve their work through written comments and through the oral feedback they receive in lessons. All staff follow the whole-school marking policy and pupil targets are updated regularly.
- Teachers ensure that pupils who need additional help are provided with it promptly. Support for disabled pupils and those with special educational needs is well targeted and helps to improve basic skills quickly.
- Pupils read often and for different purposes, including through regular guided reading sessions. They demonstrate a genuine enjoyment of reading.
- The quality of the contribution of teaching assistants and support staff is good overall and they work well with the class teachers. However, there are some inconsistencies in the effectiveness of their practice in the classroom.
- Classrooms are attractive and welcoming, with a good mix of pupils' own work and helpful guidance on English and mathematics.
- All parents who responded to Parent View consider that their children are taught well.

The achievement of pupils is good

- Children join Kenn with skills and knowledge that are typical for their age. Although the move from early years to Key Stage 1 is not as smooth as it should be, pupils make consistently good progress at each key stage, as they move through the early years, Key Stage 1 and 2.
- Pupil achievement is not yet outstanding because, over time, progress does not result in some of the most able pupils achieving their full potential in all subjects.
- In 2014, standards of attainment in all subjects at the end of Year 2 were above the national average. The level of attainment in mathematics showed significant improvement when compared with previous years.
- The school's record of attainment at the end of Key Stage 2 is good, with results being in line with national standards. In 2014, the proportions of pupils achieving the higher Level 5 were above national averages.
- Pupils do not always make the best possible progress at the beginning of Key Stage 1 as the transition and links from the early years are not fully effective.
- Pupils enjoy writing and develop good writing skills through having regular opportunities to write in many different subjects. Attainment in writing at the end of both key stages is above average.
- The few pupils eligible for support through the pupil premium are making good progress and achieving at a similar level to their peers.
- The small number of disabled pupils and those with special educational needs make good progress because of the quality of support and challenge provided. The support is planned around their individual needs and is carefully monitored to make sure it is effective.
- The school's checks on current progress and pupils' work show that all year groups are on track to sustain and potentially exceed past levels of achievement.
- Work in pupils' books shows clear evidence of good communication, English and mathematical skills across a range of subjects. This results from the good quality teaching the pupils receive.
- The teaching of phonics (linking sounds and letters) gives pupils a secure foundation in reading and pupils really enjoy reading and talking about books. Almost all pupils achieved the expected level in the most recent phonic screening check at the end of Year 1.

The early years provision is good

- Children make good progress as a result of consistently good teaching. They achieve standards above the national average at the end of their Reception Year.
- Most children start in Reception with skills and knowledge that are typical for their age. There are good induction arrangements in place, including home visits, which ensure that children quickly feel 'at home'.
- The early years are led and managed well by the head of teaching and learning. Activities are planned well and designed to interest and encourage children to take the initiative and help them develop their all-round skills.
- The outdoor area is used well and provides lots of opportunities which stimulate children's interest to explore and investigate.
- Staff have established good relationships with parents. The open-door policy encourages parents to feel confident about visiting regularly and play an active role in their children's development.
- The move from the early years and Key Stage 1 is not yet well enough developed to ensure that children settle into Key Stage 1 as quickly as they should.
- Children behave well and feel safe. They quickly learn to get on with each other and develop confidence. They show how much they enjoy each other's company in their shared play and games. During the inspection, all of the children were observed having fun and working well as a team to create a 'water chute'.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113397
Local authority	Devon
Inspection number	449386
Type of school	Voluntary controlled
School category	Primary
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Jan Caig
Headteacher	Amanda Somerwill
Date of previous school inspection	17–18 June 2009
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