

# Kettering Park Infant School

Inspection report

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<b>Unique Reference Number</b>	121840
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	380336
<b>Inspection dates</b>	22–23 September 2011
<b>Reporting inspector</b>	Michael Bartleman

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Loake
<b>Headteacher</b>	Linda Griffiths
<b>Date of previous school inspection</b>	22–23 November 2006
<b>School address</b>	Park Avenue Kettering NN16 9RU
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited a school assembly and 22 lessons, observing nine teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 67 questionnaires completed by parents and carers, as well as those completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does provision in the Early Years Foundation Stage promote good learning and development?
- How well does the quality of teaching and the use of assessment information support and challenge all groups of pupils?
- Are all pupils, particularly boys, making sustained progress?
- How effectively are all leaders, including the governing body, driving improvements in teaching and learning and pupils' outcomes?

## Information about the school

Kettering Park Infant School is an average-sized infant school that admits children from a wide range of pre-school settings. Most pupils come from a White British background, although there are an increasing number of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is also below average.

## Inspection judgements

**Overall effectiveness: how good is the school?**

2

**The school's capacity for sustained improvement**

2

### Main findings

Kettering Park is a good school. It is a welcoming, friendly school. Trusting relationships between pupils and adults reflect the good care, guidance and support provided. As a consequence, pupils feel safe and develop personal skills well, including good spiritual, moral, social and cultural awareness. One parent wrote, 'Kettering Park is about nurturing, encouraging confidence and values and offers the best opportunity for learning in its caring and motivating environment.'

By the time pupils reach Year 2 attainment is above average in mathematics, reading and writing, and it is now rising across the school after a fall in 2010. All groups of pupils, such as girls and boys, those with special educational needs and/or disabilities, and those who speak English as an additional language, make good progress and achieve well. Improvements in provision and initiatives employed by the school have successfully accelerated children's progress in the Early Years Foundation Stage and boys' progress in writing.

Behaviour in lessons is good. The school has improved attendance so that it is now above average and continuing to rise. Pupils have a well-developed understanding of how to stay healthy and are happy to take on responsibilities within their school community. Pupils particularly enjoy the wide range of after-school activities and clubs. Arrangements for the safeguarding of pupils are robust. The school takes good care of its pupils and has a proven track record of helping pupils with special educational needs and/or disabilities to make the best of their education.

Teaching is mostly good, although there are inconsistencies in the way assessment information is used to plan tasks at the right level of challenge, particularly for more-able pupils. Whole-school 'WOW' days and topics are helping to ensure that the good curriculum provides creative learning experiences for pupils and links subjects together in a meaningful way.

The headteacher provides a very clear sense of purpose and direction, clearly linked to school improvement. She has, rightly, focused on developing a senior leadership team although not all members are, as yet, as fully involved in the good monitoring and analysis as she is. The Early Years Foundation Stage has developed since the last inspection, particularly in the use of the well-resourced outside area. Progress in the Reception classes is good because well-planned teaching ensures that available resources are used to the full. The governing body and leaders have a clear understanding of the school's strengths and the priorities to be addressed to maintain recent improvements. The importance the school places on the professional development of its staff is evident in the way that well-considered arrangements

have been made to ensure continuity in the school's leadership and management. Strong partnerships with parents and carers, support agencies and local schools enhance provision well. The school has a good capacity for continuing improvement.

### What does the school need to do to improve further?

- Enable all members of the leadership team to use their skills to track, monitor and analyse pupils' progress and provision across the school.
- Improve further the quality of teaching by refining the use of assessment information to plan appropriately challenging tasks for all pupils, but particularly the more-able pupils.

### Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils at Kettering Park enjoy school greatly and are enthusiastic about all aspects of their learning. When children enter the school, their knowledge and skills are below the levels expected for their age, particularly in aspects of communication, literacy and language and their personal development. The overall progress made by all groups of pupils, including the more-able pupils, is good, and the levels of attainment seen in Year 2 were above average. In a typical Year 2 mathematics lesson, the pupils' knowledge of partitioning was challenged well through good interaction as a result of the teacher's questioning. The well-planned lesson proceeded at a rapid pace, challenged all pupils and ensured good development of independent skills. Pupils with special educational needs and/or disabilities make good, and sometimes outstanding, progress due to a range of highly tailored and well-managed support programmes. These are delivered well by teachers and external specialists such as speech therapists.

School council members feel valued and listened to, and have an active role. All agreed with one member who said, 'We help our headteacher run the school.' They make a good contribution to the local community, for example in their work to support for the local park and by being buddies for younger children. They take part in many fundraising events for a range of charities and causes and this helps them develop an understanding of people who are less fortunate than they are. Pupils reflect on their feelings, have a developing understanding of other cultures and are gaining an appreciation of the wider world through art and music. Their good basic skills and good personal qualities prepare pupils well for their next school and later life.

Parents and carers are confident that their children are very safe and enjoy school. Pupils have a good knowledge and understanding of what it means to eat healthily. They show clearly in lessons how much they appreciate the arts and music, and are mature in the way in which they relate to, and communicate with, other pupils and with adults, including visitors to the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
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Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good teaching was observed across the school, with some exemplary practice in the Early Years Foundation Stage. Most teachers use information and communication technology effectively to engage all pupils in learning. They display strong subject knowledge and use questioning well to enthuse and interest pupils. However, there are inconsistencies in the planning of lessons and more-able pupils are not always fully challenged. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. In the better lessons effective use of success criteria and learning objectives allow pupils to assess their own work. This was seen in a Year 2 lesson in which pupils developed their phonic knowledge well. As a result of the teacher's planning building on prior learning, effective lesson management skills, high expectations and good subject knowledge, pupils remained strongly motivated throughout the lesson and made good progress in their understanding of the use of how sounds and letters linked together. The support provided by teaching assistants is generally well focused and makes a significant contribution to the quality of learning, especially for individual pupils with additional learning needs, although this is not always the case.

The curriculum is enriched with a good range of visits and visitors and extra-curricular activities. Pupils particularly enjoy using the local park for their studies and when they sing at the bandstand. Collaboration with other schools further enriches the pupils' learning. Links with specialist services support the development of the wider curriculum well. The school's good arrangements for the care of all pupils, whatever their needs, contribute to their good development and well-being and support their learning very well. Transition arrangements ensure pupils are well prepared to move easily into and out of school and between classes.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The recently appointed headteacher has successfully communicated her high expectations about continuing to improve provision. She has identified and tackled areas requiring improvement with rigour, while building effectively on the school's existing successes. She has developed a strong team, although not all leaders are, as yet, fully involved in the good monitoring and tracking processes. As a result of the improving monitoring of classroom practice and her effective use of data analysis, teaching is continuing to develop.

The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement, while ensuring that any discrimination is quickly tackled. Pupils' progress is tracked closely, with particular attention to the performance of different groups. The school uses a wide range of strategies and interventions to successfully support pupils identified as being in danger of underachieving. All groups achieve equally well, despite the limited challenge in some lessons, and they all have opportunities to take part in a wide range of enrichment activities. As a result, Kettering Park is a highly inclusive school and pupils are able to take full advantage of all it has to offer.

The governing body's effectiveness is good and has developed well since the last inspection. Its members have a good level of involvement in the school and contribute to important strategic decisions. They carry out monitoring visits but still wish to develop this further. The school gives a high priority to training for safeguarding and child protection, and its policies and practices exceed statutory requirements. Leaders pay very close attention to checking the suitability of adults to work with children, and record keeping is meticulous.

Parents and carers appreciate the school's 'open door' policy and the support provided for families, particularly those who speak English as an additional language, in which the school has a particular skill. The school provides ample opportunities for them to be kept informed of their children's progress, and invites their contribution to topics and developments. It responds well to the views of parents and carers, and provides a wide range of opportunities for family learning. The school's provision for promoting community cohesion is good, with effective plans constructed that help the school to engage with a range of community groups beyond the school and the immediate community. The pupils' heightened awareness of the plight of other people around the world through their charity fundraising work is one of many examples of the impact of the school's approach in this area.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

As a result of good leadership and good teaching, children make good progress across the different areas of learning by the time they move into Year 1, although communication, literacy and language remain relatively weaker aspects. Clearly, children enjoy being at school and settle well in a happy, caring environment. Transition into school is well managed and includes a home visit programme which allows teachers to get to know the children and their needs at the start of term. One parent wrote, ‘The teaching staff are both proactive and responsive to my child’s needs and any concerns I might have. She comes home bursting with excitement at all the things she has discovered and learnt or achieved and it is so much fun.’

Children have a good understanding of the need to keep themselves safe and healthy. One child said, ‘We wash our hands to get rid of the germs so they don’t spread disease.’ Very close attention is paid to children’s welfare and very positive relationships between children and adults ensure that behaviour is good and children feel safe and secure at all times. Staff know the children well and the needs of those with special educational needs and/or disabilities are met well so that they make similar progress to others. A good balance of activities directed by adults and those where the children can make their own choices means that children develop independence quickly. Children enjoy many opportunities for physical activity in the outdoor area which, though small, provides a good resource for play and learning. During the inspection children were observed experimenting with the flow of water down a guttering which stimulated much vocabulary and curiosity. Adult intervention was appropriate and took the children’s learning forward well. The focus on developing the approach to teaching sounds and letters (phonics) has made a significant contribution to children’s skills in this area. Assessment of progress is carried out regularly and thoroughly to inform the next steps in learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelming majority of parents and carers who responded to the questionnaire declared themselves to be extremely satisfied with the school; a response reflecting the school's good links with parents and carers. All those who replied agreed that their children enjoy school that the school keeps their children safe, that teaching at the school is good, and that the school encourages a healthy lifestyle; the vast majority declared themselves happy with the school's leadership and overall provision. Inspectors found all aspects of the school to be good, thus endorsing most of these views. There were many positive comments and very few minor concerns.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kettering Park Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	66	23	34	0	0	0	0
The school keeps my child safe	48	72	16	24	0	0	0	0
The school informs me about my child’s progress	29	43	36	54	0	0	0	0
My child is making enough progress at this school	32	48	31	46	1	1	0	0
The teaching is good at this school	40	60	25	37	0	0	0	0
The school helps me to support my child’s learning	34	51	29	43	2	3	0	0
The school helps my child to have a healthy lifestyle	35	52	28	42	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	42	34	51	0	0	0	0
The school meets my child’s particular needs	31	46	32	48	2	3	0	0
The school deals effectively with unacceptable behaviour	25	37	33	49	0	0	0	0
The school takes account of my suggestions and concerns	22	33	35	52	1	1	0	0
The school is led and managed effectively	31	46	30	45	2	3	0	0
Overall, I am happy with my child’s experience at this school	44	66	20	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 September 2011

Dear Pupils

**Inspection of Kettering Park Infant School, Kettering, NN16 9RU**

Thank you for making us feel welcome at your school. We have judged that yours is a good school. Through talking to you, we know that there are many things that you like about your school.

Here are some of the best things that we found in your school.

- You make good progress in lessons thanks to good teaching.
- You enjoy school, and your behaviour in lessons is good.
- You show respect for each other and help each other around school.
- You respond well to the wide range of activities and interesting lessons.
- You make a good contribution to the smooth running of the school.
- You have a good understanding of what makes you healthy and keeps you safe.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- the new leadership team is fully involved in monitoring and tracking your progress
- all groups of pupils are challenged consistently well in lessons.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Michael Bartleman  
Lead inspector

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