

Kenley Primary School

New Barn Lane, Whyteleafe, Croydon, CR3 0EX

Inspection dates 27–28 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards have risen in the last four years and in mathematics and writing at the end of Year 6 in 2013 were above those usually seen in most schools.
- Pupils' progress, including that of more able pupils, has been good over the last three years. Progress was outstanding in Year 6 in mathematics in 2013.
- Pupils supported by the pupil premium funding make mostly good progress and this is improving.
- Children in the Early Years Foundation Stage make good, and often outstanding, progress in developing their early learning, as a result of high quality teaching.
- Pupils enjoy school and feel safe. Behaviour and attitudes to learning are good.
- Teaching is frequently good, with some that is outstanding.
- Provision for disabled pupils and those who have special educational needs is improving. The progress made by these pupils is now more consistently good.
- Governors, senior leaders and managers have been successful in securing improvements in teaching and achievement. The restructured senior leadership team has increased the school's capacity to improve.
- Governors have become more confident in challenging school leaders in relation to standards and pupils' progress.

It is not yet an outstanding school because

- Pupils do not make as rapid progress, or reach as high standards, in reading as in other subjects. Not enough attention is given to building fluency or confidence, or to promoting reading for pleasure.
- Good practice in the marking of writing is less evident in other subjects. Pupils do not have enough opportunities to respond to teachers' marking of their work.
- Existing plans for the development of additional sporting opportunities do not go far enough in identifying new opportunities for pupils to participate in sport, nor are they sufficiently tied to the development of staff skills.

Information about this inspection

- Inspectors observed 16 lessons, four of which were seen together with the headteacher.
- Meetings were held with a group of pupils, the two Vice-Chairs of the Governing Body, the school's senior and subject leaders and a representative of the local authority.
- Inspectors took account of the 53 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a range of school documentation, including records of school checks on the quality of teaching, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils' progress. They also looked closely at pupils' written work from the current and previous school years, and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional Inspector

Bimla Thakur

Additional Inspector

Full report

Information about this school

- Kenley Primary School is an average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and those from other groups) is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school receives support from the executive headteacher of Bandon Hill Primary School, Sutton, a National Leader of Education.
- The school offers breakfast and after-school clubs. These are managed and inspected separately. There is a private nursery on site. This is also separately inspected.
- There is one class in each year group, other than in Year 1, where there are two.

What does the school need to do to improve further?

- Implement fully the policy for the marking of pupils' work, so that:
 - existing good practice in identifying how pupils can improve their work in writing is more widely evident in subjects across the curriculum
 - pupils have planned opportunities to reflect upon and respond to teachers' marking.
- Improve achievement and raise standards further in reading, and promote a more positive culture of reading for pleasure, as well as skills in reading, so that pupils across the school build greater fluency and become more confident readers.
- Revise the school's plan for the improvement of sports provision, through the additional sports funding, so that all of the allocated funds are supportive of new initiatives, particularly those which provide further new opportunities for pupils and those which will have a positive impact upon the further development of staff skills.

Inspection judgements

The achievement of pupils is good

- Standards in tests at the end of Year 6 have risen progressively over the last four years and showed a further good improvement in the provisional results for 2013. While still broadly average overall, standards rose to be above the usual national levels in mathematics and writing. However, standards in reading remained broadly average, with too few pupils reaching the higher Level 5.
- Pupils' progress in English and mathematics has been consistently good over the last three years. Provisional data for 2013 show that progress in mathematics was outstanding, with more pupils achieving the challenging Level 6. Progress in reading has, over time, been less rapid than in writing.
- While above average in mathematics, standards in reading and writing at the end of Year 2 are broadly average. The proportion of pupils attaining the higher Level 3 is close to national figures. Overall, standards at Year 2 are showing steady improvement, following a dip in 2011.
- The gap between the attainment of Year 6 pupils supported by pupil premium funding and their peers has continued to reduce, so that in 2012 they were around one term behind the others in English and mathematics. Funded pupils across the school make similar, mostly good, progress to the others.
- Effective teaching of phonics (the linking of sounds and letters), with some exceptional practice in Reception, is ensuring that pupils have a secure knowledge of the sounds which letters represent. A slightly below-average proportion of Year 1 pupils reached the expected standard in the phonics screening check in 2013. Younger pupils receive a systematic grounding in these skills. Steady progress in reading in Years 3 to 6 is not sustained as effectively in Years 1 and 2. The school has given less priority to the reading of older pupils recently.
- The progress of both lower-attaining and older more able pupils was good in 2013. More pupils are beginning to access the Level 6 tests in mathematics. More intensive group teaching in Year 6 is contributing to accelerated progress.
- Entry levels to Reception vary from year to year. Some children enter Reception with skill levels below those found nationally, others have closer to those expected. High quality provision ensures that children make at least good, sometimes outstanding, progress and achieve standards slightly above the national average.
- Provision for disabled pupils and those who have special educational needs is improving, as a result of recent changes. Tracking systems are robust and provide a good overview of progress. A range of closely-monitored support programmes facilitate increasingly rapid progress.

The quality of teaching is good

- Teaching and progress in the Early Years Foundation Stage are often outstanding. Elsewhere, teaching has improved so that most is good and some is outstanding.
- Teachers' expectations are mostly high. Tasks planned provide a mostly good level of challenge for all pupils. Introductions are brisk, leaving a good amount of time for pupils to work independently. Most lessons have a good pace and this helps to sustain pupils' interest.
- While the teaching of reading successfully develops pupils' reading skills initially, progress in reading for the older pupils is not as rapid as it might be. Not all staff promote the enjoyment of books and literature with sufficient conviction.
- There have been improvements in the checking and supporting of pupils' progress, although there was still, last year, some inconsistency in implementation between classes. The marking of writing in English mostly shows pupils what they need to do to improve. There is less evidence of staff implementing this good practice in other subjects. There are not enough planned opportunities for pupils to respond to marking. There are common approaches to the

presentation of pupils' written work.

- Increased awareness and better planned support have contributed to improved provision for pupils supported by pupil premium funding. As a result, their achievement has improved.
- Reception children benefit from consistently high quality teaching. This drives particularly good progress. The classroom and the outdoor area are steeped in signs and labels, so that children quickly recognise the significance of letters and words. In a regular phonics lesson, the teacher demonstrated her considerable understanding of letters and sounds, delivering a lively and engaging session to two groups simultaneously. Constant reiteration of sounds, and precise pronunciation, ensured that children could accurately distinguish both the sound and the shapes of different letters and alternate letter blends.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Low-level disruption is infrequent. Procedures for managing behaviour are generally effective. Pupils' conduct outside the classroom is mostly good, although lunchtime play is sometimes rather noisy. When supervisors are otherwise occupied, noise levels also tend to rise in the lunch-hall. This does not contribute to a consistently calm atmosphere. Overall, there are few recorded incidents of poor behaviour, and only a small number of fixed-term exclusions, all of which are followed up effectively.
- Pupils show enthusiasm for learning, particularly where the teaching is strong and provides frequent opportunities for them to contribute. They work well independently and respect each other. However, when teachers' expectations are less high, pupils begin to lose a little interest.
- Pupils feel safe in school, confident that adults will resolve any difficulties. Parents and carers who offered their views had no concerns about behaviour.
- Pupils feel that bullying is rare, but know that bullying may take different forms, appreciating, for example, the risks around social media. Records indicate that incidents are fully addressed.
- Pupils have a good awareness of day-to-day risks. Older pupils understand how to keep themselves safe and are well prepared for secondary school.
- Attendance is broadly average, but improving steadily, in the context of a school with higher-than-average pupil mobility.

The leadership and management are good

- Current leaders and managers have improved several aspects of the school and have successfully addressed the key weaknesses identified at the last inspection. Teaching and learning have improved, progress is now more rapid and standards are rising steadily. Tracking and assessment systems are now more rigorous. The senior leadership team has been strengthened by the appointment of a deputy headteacher. This has significantly enhanced the capacity of leadership to drive further improvements.
- Systems for the management of teachers' performance are, overall, robust and are appropriately linked to teachers' salaries. Competence and pay progression are now closely aligned.
- The school's evaluation of its own performance is accurate and rightly identifies the significant recent improvements.
- Effective leadership of the provision for disabled pupils and those with special educational needs has had a positive impact on pupils' progress. Key subject leaders have a good oversight of areas for development within their subjects.
- The range of subjects taught meets pupils' needs increasingly well. Appropriate policies and procedures support the teaching of reading, writing and mathematics. The curriculum is enhanced by visits, visitors and events, many extra-curricular activities and by an annual residential trip.
- The school has partly implemented a sustainable plan to improve the quality of sports provision and pupils' health. Swimming opportunities are now provided for pupils in Years 3 to 6.

However, plans to develop staff skills in coaching physical education, or to increase participation in after-school sport, have not yet been fully thought through. Current provision represents a continuation of what was previously in place. This initiative needs further attention.

- The school has received good support from the local authority and from the headteacher of an outstanding school in another borough school. This has contributed strongly to the progress made recently.
- The impact of pupil premium funding is monitored closely, with increasingly good gains in learning evident for eligible pupils.
- Although spiritual development is less overtly promoted, pupils' social and moral development is good. Older pupils act as road safety officers. There are some opportunities for cooperation in learning. Cultural development is promoted through the celebration of various faiths and Black History Month. Pupils learn about a wide range of artists. Year 4 pupils benefit from intensive tuition in musical instruments. The school works hard to promote links with parents and carers, many of whom live at some distance from the school.

■ **The governance of the school:**

- Governors bring a range of professional experience and undertake any necessary training to improve their skills. Although knowledgeable about the school's priorities, governors recognise that they have, in the recent past, been less confident in challenging school leaders about pupils' achievement. This is now improving. Most governors now have some understanding of data and can compare pupils' attainment with national figures. They ensure equality of opportunity, tackle discrimination and promote good relationships. They have a good understanding of the current quality of teaching and are aware of where previous underperformance has been tackled. Governors are updated about performance management and ensure that pay and promotion are mostly securely linked to teachers' effectiveness. Governors evaluate the impact of decisions about the use of pupil premium funding to close gaps in pupils' achievement. They ensure, along with senior leaders, that safeguarding arrangements meet national requirements. All statutory duties are met.

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	101753
Local authority	Croydon
Inspection number	425536

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Kevin Williams
Headteacher	Georgina Catanach
Date of previous school inspection	17 October 2011
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