

# Kenley Primary School

## Inspection report

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<b>Unique Reference Number</b>	101753
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	323521
<b>Inspection dates</b>	18–19 May 2009
<b>Reporting inspector</b>	Derek Watts

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.

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<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)	164
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>	Mr Ian Payne
<b>Headteacher</b>	Mrs Georgina Catanach
<b>Date of previous school inspection</b>	2 May 2006
<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>	New Barn Lane Whyteleafe CR3 0EX
<b>Telephone number</b>	020 8660 7501
<b>Fax number</b>	020 8668 2202

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Kenley is a smaller than average primary school. About two thirds of the pupils are from a White British background. The remainder are from a wide range of other ethnic backgrounds. A few pupils speak English as an additional language but none are at an early stage of learning English. The proportion of pupils with learning difficulties is broadly average. These difficulties lie mainly in the areas of moderate learning, language, speech and communication. The proportion of pupils eligible for free school meals is about average. There is Early Years Foundation Stage provision for children in Reception. A higher than average proportion of pupils join and leave the school at different times. A private company, in partnership with the school, provides nursery facilities and before-and after-school care.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Kenley Primary is a good school which has made considerable improvements since the last inspection. Children in Reception get off to a good start. Across the school, pupils achieve well from their starting points because of good teaching and an interesting curriculum. Effective pastoral care and a very positive school ethos lead to good personal development and well-being for pupils.

Leadership and management are successfully promoting effective provision which produces good outcomes for pupils. An experienced and well-respected headteacher provides clear educational direction. A very positive school climate has been created for pupils to learn and for staff to work. Since the last inspection, the role of subject leaders has been developed and extended. They are more effectively involved in monitoring performance and improving their areas of responsibility. Good leadership and strong teamwork among the staff have brought about improvements in the Early Years Foundation Stage, and in provision and pupils' performance in mathematics and writing. The school has shown a good capacity to improve.

The findings from the questionnaires reveal that the vast majority of parents are very pleased with the care and education provided for their children. The welcoming atmosphere, pupils' progress, behaviour, approachability and the quality of teaching receive particular praise. Typical comments from parents were: 'Impressed with the teaching and behaviour', 'I am always made to feel welcome', 'Fantastic headteacher, she is always available', and 'Very pleased with my child's progress'.

Pupils' personal development and well-being are real strengths and have been maintained since the last inspection. Pupils thoroughly enjoy school which is reflected in their keen participation in activities. They are courteous and friendly and relate very well to others. Pupils have a good knowledge and understanding of different cultures and faiths. Attendance is satisfactory. Behaviour is often exemplary in lessons and around the school. Pupils adopt healthy lifestyles extremely well. They make positive contributions to the school and wider community.

Standards fluctuate because of variation in the size of the year groups and the high proportion of pupils that join and leave at different times. National test results in 2008 indicate that standards by the end of Year 6 are broadly average in English and science and above average in mathematics. Since the last inspection, standards and progress in mathematics have improved. The school has recently focused on improving pupils' performance in writing. Good progress has been made in this area and pupils now write competently in a variety of styles and for different purposes. They also apply and develop writing skills well in a range of subjects.

Good teaching and a well-planned curriculum contribute to pupils' good progress. Teachers establish very good relationships with their pupils and manage them well. Teachers' explanations, instructions and demonstrations promote learning effectively. Assessment is used well to match tasks to pupils' abilities and needs. Pupils are challenged well and make good gains in their learning. Occasionally, lessons lack pace because of over-long introductions. At other times, learning is too teacher-directed and pupils are not given sufficient opportunities to work independently. Pupils are set clear learning targets in literacy and numeracy so they know the next steps of their learning. This good practice has not been extended to science. There are good links between subjects and these add interest and relevance to pupils' learning. A good range of additional activities further enhance pupils' enjoyment. Pupils are well prepared for the next stage of their education and for the future.

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

### **Grade: 2**

Most children enter the school with the knowledge and skills broadly expected for their age. However, a significant number enter with weak skills in communication, and language. The Early Years Foundation Stage is well led and managed and there have been good improvements to this area recently. Good teaching, careful attention to welfare and an interesting range of learning activities enable children to make good progress in all areas of learning. Children settle quickly into routines. They make good gains in their personal and social development because of the very positive relationships established between adults and children. Children thoroughly enjoy their learning and work well with resources. Speaking and listening are successfully incorporated into all activities. Effective strategies have been recently established for the teaching of early reading skills. The school's drive to improve writing starts in the Reception class. Children have good opportunities to acquire and develop writing skills. Teachers and assistants provide an effective blend of adult-led activities and activities that allow children to explore, be creative and work independently. Children learn through interesting topics and themes. For example, they painted striking pictures of cherry blossom, performed dances and explored Japanese writing as part of a Japanese theme. Staff recognise that they do not monitor child-initiated activities closely enough and are beginning to address this. By the end of the Reception Year, standards are above average. This has not always been the case and in previous years they were broadly average. A significant proportion of children are making outstanding progress in language and literacy.

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

- Ensure that all lessons proceed at a good pace and provide opportunities for pupils to work independently.
- Establish individual target setting in science so that pupils know what to do to improve.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress during their time at Kenley. Despite their good achievement, standards in most of the school remain average because of the negative impact of high mobility. Pupils who start school in the Early Years Foundation Stage and remain in the school tend to attain higher standards than those who are with the school for only a short time. National assessment results for Year 2 pupils in 2008 show that standards were broadly average in reading and mathematics but just below average in writing. No pupils attained the higher than expected Level 3 in writing in 2008. National test results for Year 6 in 2008 were average in English and science and above average in mathematics. Staff training, improved assessments and an emphasis on investigative work have led to good improvements in mathematics. The drive to improve writing has been successful and more pupils are attaining the higher levels. Pupils who need additional help with their learning make good progress because of the well-targeted support from teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

Pupils are enthusiastic and have positive attitudes to learning. Through interesting visits and a good religious education programme, they gain a good knowledge and understanding of

different faiths. Cultural development is good and is promoted well through art, literature and projects such as Black History Month. Attendance levels have improved and are now closer to average. Pupils adopt healthy lifestyles, participate in a range of physical exercise and show an excellent understanding of healthy diets. Those on the school council take their responsibilities seriously and have contributed to improvements to the outdoor facilities. Older pupils support the younger ones in the playground and act as reading partners. Pupils make a good contribution to the wider community by raising funds for national and global charities. Pupils are well prepared for the future because they make good progress in acquiring and applying literacy, numeracy, and information and communication technology (ICT) skills. Their personal and social skills are well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils know what they are expected to learn because the purpose is shared with them at the start of lessons. They are attentive and respond positively to teachers' clear and informative explanations and instructions. Questioning is used well to check pupils' knowledge and understanding of new learning. Teachers use assessment data well to tailor activities and tasks to pupils' needs. As a result, pupils are challenged well and make good gains in their learning. At times, the pace of learning slows because teachers' introductions are too long and pupils are eager to tackle the main task. Opportunities for pupils to work independently are occasionally missed. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly those who need extra help with literacy and numeracy.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum promotes good progress for pupils and contributes well to their personal development and well-being. Provision for English and mathematics is effective. Pupils have good opportunities to write in a variety of styles and this is reflected in the range of good-quality writing on display. For example, pupils in Year 5 were inspired to write after studying the poem 'The Highwayman'. In their own poems or reviews, they used metaphors, similes and old-fashioned language to make their writing interesting and lively. The drive to improve writing has had a positive impact on pupils' achievement. The increase in investigative and problem-solving work in mathematics has contributed to better attainment and progress in mathematics. There are good links between subjects, which add meaning and relevance to pupils' learning. Themed events, such as Music Day, Healthy Eating Week, Celebrating Kenley, Design and Technology Challenge, and Science Day, are thoroughly enjoyed by the pupils. ICT is used well to support pupils' learning in a range of subjects. Pupils use ICT well to draft and edit their writing. There is a wide range of pupils' good-quality artwork on display. Pupils produce impressive paintings in the style of famous artists such as Monet and Van Gogh. Years 6 pupils create imaginative images by manipulating digital photographs using technology. A wide range of additional activities is offered and this is much appreciated by pupils. Popular clubs include choir, dance, football, gardening and recorder. As a parent wrote, 'My children enjoy the wonderful activities.' Health and safety education is promoted effectively throughout the curriculum. The attractive grounds are used well to support pupils' creative, physical and scientific development.

## Care, guidance and support

### Grade: 2

Pastoral care is a strong feature of the school and there are good partnerships with parents and outside agencies. Procedures to ensure that pupils are protected, safe and secure are effective. Pupils feel well cared for and safe and know that there is always an adult they can turn to if they are upset or have a problem. The school works hard to monitor and promote good attendance. It works closely with parents whose children have low attendance. Levels of attendance are improving because of the school's action. Outstanding behaviour is achieved by high expectations from staff and by the good relationships established. Pupils with specific needs receive good support and have full access to the curriculum and activities. Academic guidance is good. Pupils are set specific learning targets in literacy and numeracy. They know the next steps they need to make in their learning. However, such individual target setting in science is underdeveloped.

## Leadership and management

### Grade: 2

The headteacher provides good leadership and has the confidence and respect of pupils, parents and staff. She is well supported by members of the leadership team. Self-evaluation is good. The school has a clear understanding of what it does well and takes effective action to bring about improvements. Leaders and managers have focused well on improving provision and raising achievement, particularly in the Early Years Foundation Stage and in mathematics and writing. Assessment and tracking systems are good, with the result that all staff have an accurate view of how well each pupil is doing. The school has correctly identified that some subject leaders lack sufficient opportunities to observe and support teaching in their areas of responsibility. There are plans to remedy this.

Community cohesion is promoted well. The school has a good understanding of the community it serves. There are strong partnerships with parents. Workshops in literacy and numeracy are effective in helping parents to support their children's learning. Different cultures and faiths are promoted well through visits and the school's curriculum. The before- and after-school provision is much appreciated by working parents.

The governors have a clear understanding of the school's performance. This enables them to challenge the school as well as provide strong support. Governors have been particularly effective in promoting the school's positive qualities to the local community.

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## 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?	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?	2
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	3
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

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<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
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	1
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	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**

04 June 2009

Dear Pupils

Inspection of Kenley Primary School, Whyteleafe, CR3 0EX

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school. Good improvements have been made since the last inspection.

These are the main strengths of the school.

- You really enjoy school and the activities provided.
- Children in Reception get off to a good start.
- Good teaching is helping you to make good progress.
- Your school is a very friendly and pleasant place to learn in.
- Behaviour is often outstanding in lessons and around the school and you get on very well with others.
- A good range of learning activities is offered, including clubs and visits.
- The displays of your art and writing are impressive.
- You have an excellent understanding of how to keep healthy and fit.
- Staff take very good care of you and provide good support.
- The school is well led by your headteacher and she receives strong support from other senior staff.
- The school has good partnerships with the community and you have a good understanding of different cultures and religions.

There are two areas the school has been asked to improve.

- At times, teachers could ensure that the lesson moves on more quickly and give you more chances to work independently.
- You could be given clear learning targets for your next steps in science.

Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead Inspector