

Kedington Primary School

Inspection report

Unique Reference Number	124564
Local Authority	Suffolk
Inspection number	380917
Inspection dates	6–7 October 2011
Reporting inspector	Nick Butt

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	194
Appropriate authority	The governing body
Chair	Frank Phillips
Headteacher	Darren Woodward
Date of previous school inspection	9 December 2008
School address	Church Walk Kedington Haverhill CB9 7QZ
Telephone number	01440 702787
Fax number	01440 708186
Email address	ad.kedington.p@talk21.com

Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 15 lessons or part lessons taught by eight teachers. Inspectors held meetings with members of the governing body, staff and groups of pupils, and spoke informally to parents and carers. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 107 parents and carers, as well as those from staff and pupils.

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

- To what extent has provision improved in the Early Years Foundation Stage since the last inspection?
- How well do pupils know their curricular targets and what they must do to improve?
- How effectively has the new leadership team continued the drive for improvement?

Information about the school

Kedington is smaller than the average primary school. Few pupils are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average, including those with a statement of special educational needs. There have been changes to the school's leadership team since the last inspection including the appointment of a new deputy headteacher and a new leader of the Early Years Foundation Stage. During the inspection the Chair of the Governing Body changed. The school has Eco Green Flag and Healthy Schools status.

In September 2011 the school concluded its reorganisation into an all-through primary school when the cohort it had retained since Year 4 became Year 6.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Kedington is an outstanding school. It has improved rapidly since its last inspection because of the headteacher's excellent leadership, forging a very strong team of senior leaders to continue the momentum of change. During the years of reorganisation the school has increasingly catered for the whole of Key Stage 2 and had several building projects. With the support of its highly effective governing body, the school has managed this process extremely well with the minimum of disruption for pupils and staff. Parents and carers are overwhelmingly supportive of the school. One, speaking for many, commented, 'The school is good at captivating the children's imagination and engaging them in learning.'

Pupils achieve well. Provision in the Early Years Foundation Stage has improved considerably under its new leader and is now outstanding. Pupils make good progress from generally expected starting points, so that attainment is above average by Year 6. This is because teaching is consistently good and elements are increasingly outstanding. The vibrant and exciting curriculum gives pupils highly memorable experiences and a wealth of enrichment, enabling them to make outstanding progress in their personal development and contributing to their enormous enjoyment of school. Consequently, attendance is high.

Pupils say they feel safe at school, and have an extremely good awareness of risk, especially when coming to school and leaving again, a view backed by parents and carers in their questionnaires. The school has done considerable work to keep pupils and vehicles apart at the start and end of the school day under the constraints of having no control over its privately owned drive and access. Pupils are actively involved in agreeing safety rules for play equipment and visits. They keep healthy through taking plenty of exercise and growing their own produce in the school's extensive gardens. There is a very high take-up of sports clubs, and older pupils lead the school in daily 'wake 'n shake' routines. They make an excellent contribution to the school and local community, with a very busy school council and a renowned eco-council, which keeps the school at the cutting edge of energy efficiency.

Teachers plan work that challenges all pupils well, including the most able. They make learning enjoyable through activities that are well matched to pupils' abilities and engage them imaginatively. Outstanding assessment procedures ensure that pupils know their curricular targets very well, and have clear steps to reach them. Innovative work helps Year 6 pupils to personalise their learning through weekly consultations with their teacher. High quality pastoral care ensures pupils whose

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circumstances may make them vulnerable are able to overcome potential barriers to learning and enjoy the full benefits of the school's provision.

Senior leaders monitor the school's work rigorously and hold teachers to account for the progress of pupils on a regular basis. Middle leaders, some of whom are new to their roles, have a good general understanding of their subject areas, but have not had much experience of judging the quality of lessons or analysing data. The school's excellent track record of improvement, combined with the outstanding leadership of its senior team and governing body, give it an outstanding capacity for further improvement.

What does the school need to do to improve further?

- Continue work to ensure pupils are safe from traffic before and after school.
- Develop the role of middle leaders further by:
 - sharpening their monitoring skills
 - giving them more responsibility for analysing data.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy learning and have very positive attitudes to their lessons. This is because staff make them exciting and usually keep up a brisk pace. For example, pupils in Year 5 and Year 6 arrived at school to find their classrooms had been 'trashed' and interviewed the caretaker to try to establish some facts about who might be responsible. This activity enabled them to use the higher-order skills of inference and deduction and to ask probing questions, expertly guided by their teachers. Year 1 pupils enjoyed finding out about fantasy stories through dressing up as 'aliens in underpants' and miming episodes outside from a book they were reading. They were encouraged in their cavorting by extremely enthusiastic staff.

Standards are above average at the end of Key Stage 1 and are continuing to rise in Key Stage 2. Pupils with special educational needs and/or disabilities make good progress like their peers because their individual education plans carefully record the fine steps needed to enable them to reach their targets. These are monitored closely by staff, and intervention measures are put in place by well-trained teaching assistants, who know each pupil extremely well as an individual. There are no significant differences in the performance of groups of pupils, including those known to be eligible for free school meals, and those from minority ethnic groups.

Pupils' behaviour is outstanding, as they show consideration for one another and work together very well in lessons. They support pupils new to the school extremely well, helping them to settle quickly. A parent commented, 'Since moving to Kedington my child has made huge progress and more importantly has a renewed

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zest for learning. The school has a lovely warm, welcoming atmosphere.’ The school council sourced and designed a new play area and Year 6 chose the furniture for their classroom, which they described as ‘all new cool stuff’. Pupils are helping to improve the school grounds through developing a meadow and converting an old shed into a bird hide. They take part in local events, such as the ‘Meadowlark’ village show where they perform country dancing. There are close links with the parish church, where the Harvest Festival was held during the inspection. This made a significant contribution to pupils’ spiritual development and sense of awe as they sang to their parents and carers beneath the ancient beams of the mediaeval building, as their predecessors have done for centuries. Excellent cultural links with a school in France and through the school’s internationally focused curriculum further strengthen pupils’ outstanding spiritual, moral, social and cultural development.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have an imaginative and lively approach to learning, especially when introducing lessons. They question pupils well to extend their thinking and assess their progress. Relationships are excellent. Teachers use assessment information well to plan work that suits the needs of different groups of pupils and takes account of their interests and aspirations. Occasionally, the pace of learning slows when pupils spend too long listening to the teacher or are uncertain exactly what is required of them. The introduction of ‘learning trackers’ gives Year 6 pupils a very clear understanding of their levels of attainment and what they have to do to improve, supported by weekly consultations with their teacher. This helps them to set their

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

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own targets, and measure their progress towards them. Marking of exercise books across the school is of a consistently high quality, giving pupils advice on the next steps in learning and making time for them to respond to them.

The curriculum has an international focus and, because planning is combined between year groups, enables teachers to share ideas and expertise. Inspirational starting points engage pupils and fire them up for learning. For example, pupils in Years 3 and 4 ‘flew’ to Ecuador to look at the rainforest. They followed this up with a visit to the zoo to see live rainforest creatures. Their classrooms sprawl with creepers and other rainforest paraphernalia to the extent that they don’t know what they will find next, as when ‘contaminated’ three-dimensional shapes were dumped among the canopy and they had to forensically examine them to find out their properties. Pupils practise their basic skills well across the curriculum, making full use of information and communication technology. Singing is a particular strength thanks to the expertise of the highly experienced specialist music teacher, with many pupils learning a musical instrument. A wide range of visits, visitors and clubs further enhance their experiences.

The school works very well with families to offer support where circumstances may be challenging, and offers excellent induction arrangements for new pupils. It promotes attendance extremely well. Staff are skilled at identifying pupils with specific learning difficulties and ensuring their needs are met well. Pupils have high levels of confidence that any worries they have will be dealt with quickly, and that the school will take account of their suggestions for improvement.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The new leadership team is highly effective at driving improvement. Senior leaders have communicated their vision extremely clearly to all parents and carers, staff and the governing body. This has enabled the school to strive for excellence through rigorous self-evaluation and purposeful strategic planning. Improvements are evident in the Early Years Foundation Stage, the consistently good teaching and standards that are continuing to rise. The leadership and management of teaching and learning are good as middle leaders develop their roles. Much of the impact of vigorous monitoring comes from the senior team, who analyse data in depth and conduct regular lesson observations. The school is now focusing on training middle leaders to take on more of this responsibility by sharpening their skills and delegating more of

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the responsibility for interpreting performance information.

The effectiveness of the governing body is outstanding. Members have an exceptional understanding of the school’s needs and take a penetrating strategic view that has supported the school extremely effectively through its transition to an all-through primary. Their unrelenting focus on provision and standards ensures that milestones for development are met, as they monitor closely the implementation of the school development plan. The school communicates extremely effectively with parents and carers, for example through regular coffee mornings and an informative virtual learning platform. Extremely close partnerships with local schools, businesses and churches benefit pupils in a variety of ways. For example, a local manufacturing company sponsors the school’s eco-activity and pupils have helped it to become more eco-friendly.

Equality of opportunity is at the heart of the school’s work, ensuring there is no discrimination and checking closely the performance of different groups so that there are no discernable differences in how pupils achieve. Safeguarding arrangements are good, with meticulous records kept and all staff trained well. The school has been proactive in seeking to resolve issues around vehicle access on the privately owned drive, and parents and carers have been extremely cooperative in lending their support. Community cohesion is especially well promoted, as the school thoroughly knows its community and is highly cohesive. It has organised an exchange with pupils at its partner school in France and supports children in Kenya. The eco-council meets up with pupils from schools across the United Kingdom in spreading its message of sustainability.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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There has been a transformation in provision since the arrival of the new leader, who has built a highly enthusiastic and knowledgeable team. Staff are extremely sensitive to children’s interests and aspirations, launching a topic on rubbish and refuse collection in response to a child’s suggestion. This included children building their own rubbish dump outside and a visit from the local waste disposal team. Staff ensure that children experience all six areas of learning through purposeful activities both inside and outside the classroom. Children choose some of these for themselves and some are led by adults. The focus is on learning and children are given constant feedback about how they are doing and encouraged to extend themselves. This is done through skilful questioning and intervention, with rich use of language. Children are given opportunities to be independent and are able to work with concentration, selecting resources for themselves from the well-equipped learning areas. They are happy and secure and inspired by the high quality activities they experience. Extremely rigorous self-evaluation gives staff an excellent awareness of how they are doing, backed up by meticulous assessment of children’s progress. Outstanding teaching feeds children’s hunger for learning and helps them to grow in their knowledge of themselves and the world around them. Excellent links with parents and carers ensure children are fully prepared to start school, and supported in their learning at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of questionnaires returned was above average. Parents and carers are overwhelmingly supportive of the school and all those who responded said their children enjoy school and they are happy with their experience. All parents and carers also agreed that their children were safe at school, although a few commented on the difficulties with cars sharing the only access to the school along a privately owned drive. Inspection findings supported the very positive views of parents and carers and recognised the work the school has undertaken to improve safety at the start and end of the day.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kedington Primary 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	65	36	34	0	0	0	0
The school keeps my child safe	82	77	24	22	0	0	0	0
The school informs me about my child’s progress	55	51	52	49	0	0	0	0
My child is making enough progress at this school	54	50	48	45	3	3	0	0
The teaching is good at this school	70	65	34	32	0	0	0	0
The school helps me to support my child’s learning	55	51	47	44	0	0	0	0
The school helps my child to have a healthy lifestyle	51	48	52	49	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)	59	55	45	42	0	0	0	0
The school meets my child’s particular needs	52	49	52	49	0	0	0	0
The school deals effectively with unacceptable behaviour	45	42	55	51	1	1	0	0
The school takes account of my suggestions and concerns	50	47	48	45	1	1	0	0
The school is led and managed effectively	62	58	38	36	2	2	0	0
Overall, I am happy with my child’s experience at this school	67	63	38	36	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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 October 2011

Dear Pupils

Inspection of Kedington Primary School, Haverhill, CB9 7QZ

We enjoyed visiting your school recently and would like to thank you for making us so welcome and for sharing your views with us, both in person and through the questionnaires. You are rightly proud of your school, which provides you with an outstanding level of education. Here are some of its particular strengths.

- You all achieve well and standards are above average.
- You have an excellent understanding of how to stay safe and to keep healthy.
- You contribute extremely well to the school and the community, for example through the work of the school- and eco-councils.
- Your attendance is high.
- You know exactly how well you are doing and what you must improve to reach your targets.
- The teaching is exciting and makes learning enjoyable.
- There are many visits, visitors and clubs to enrich your experience.
- The school cares for you extremely well, especially if you are having difficulties.
- The people leading the school are doing a particularly good job.
- Children in the Reception class make an excellent start to school.

The school is working hard to make the drive safe for you when you come to school and go home and we have asked the school's leaders to continue to do so. You all can help by being especially careful when there are cars about. We have also asked the people who look after different subjects to check in more detail how you are doing by visiting lessons and looking at data.

Thank you once again for your help and our best wishes for the future.

Yours sincerely

Nick Butt
Lead inspector

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