

Inspection of a good school: Kender Primary School

Kender Street, New Cross, London SE14 5JA

Inspection dates:

29–30 October 2019

Outcome

Kender Primary School continues to be a good school.

What is it like to attend this school?

From the moment you enter the school, it is clear that leaders are passionate about improving the life chances for the pupils in their care. They use their knowledge of families and the local community, planning an engaging educational programme. Vibrant displays celebrate pupils' learning. These displays capture how leaders encourage pupils to appreciate human creativity and achievement. Pupils told me that the school is an amazing place because learning is fascinating.

Pupils said that Kender is a happy and friendly place. They feel that they are listened to and matter. Pupils behave well, bullying is not tolerated. This is because staff support an understanding and appreciation of what is important at Kender: 'The Kender 3 Rs – Respect, Resilience, Readiness.' On the rare occasions when behaviour dips, or bullying occurs, staff act quickly.

Pupils are respectful towards others. They know that everyone is different and that everyone has things they are good at, and things to get better at. They know it is easy to give up, but that being resilient helps you develop. Pupils take responsibility for being ready to learn. I saw pupils moving sensibly around the school and settling down to work quickly. Pupils know that staff expect them all to succeed, personally and academically.

What does the school do well and what does it need to do better?

From low starting points, pupils achieve well in reading. This is because leaders make sure that all staff, from Nursery to Year 6, have training in how to teach phonics. Phonics teaching is consistent and daily, starting right from the early years. I saw children in the Nursery listening to, and identifying, long and short sounds around them. They enjoyed making the long roar 'like a lion'. Teachers link sounds with letters well.

Adults spot quickly children who are at risk of falling behind. They know that reading gives pupils access to all subjects. They give extra reading support when needed. Books are carefully chosen so young children practise reading using the sounds they know. This

continues into Year 3, where graded reading material supports pupils developing fluency. From Year 4, pupils choose age-appropriate books, reading with fluency and understanding. Leaders make sure that reading is cherished. Teachers read to pupils often. Their choices broaden pupils' knowledge and vocabulary. Parents value the help from the school to promote reading. Parents appreciate the new home-school reading records, with QR codes to access support videos.

In science, the programme of study is planned well. This is because the science plan, from the early years to Year 6, sets out for staff the order in which pupils should be taught scientific concepts. Pupils learn scientific vocabulary appropriate to their age. Teachers plan lessons which build on what pupils know. Across the school pupils take part in experiments and investigations, but sometimes pupils' understanding of how to work scientifically does not develop as well as it should. This happens because teachers are less confident in challenging more complex scientific misconceptions.

Art is celebrated at the school and is a strength. Art lessons and activities provide many opportunities for pupils to make sense of the world around them. The art syllabus is particularly well planned. Pupils build on their knowledge and skills while making connections to learning in other subjects. For example, pupils used their mathematical skills to calculate how long-ago artwork was painted. They could explain to me, using their deep knowledge of artists, where works of art sat in time in relation to other works of art.

All pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, achieve well. Access to specialist support is facilitating their full inclusion in a wide range of activities.

All pupils access art projects, outdoor play and sporting activities. Links with a school in Nepal enhance the already rich cultural offer. Cultural collaborations, locally and globally, enable pupils to explore and communicate their thoughts. Pupils enjoy coming to school, attend well and display good behaviour because they like their learning.

Leaders are reviewing and further developing the ambitious educational programme on offer. They are supporting subject leaders to improve the plan for what pupils should learn. Staff are positive about the support they receive from leaders. Together they focus on making sure that assessment helps pupils to embed knowledge and supports staff to identify appropriate future learning. Adults are proud to be part of the school. Governors are ambitious for the pupils at the school. They hold leaders to account well. They are satisfied that a rich curriculum is available to all.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of care at the school. It is one of six schools in the local authority, who work together, supporting pupils' mental health and well-being. Leaders and governors know their local community well. They are aware of the vulnerabilities pupils may encounter in their daily lives, including the risks posed by local gangs. Staff

are watchful. They get to know their pupils, spot any small change in behaviour, a worry or an incident. Initial concerns are quickly identified, and the appropriate help put in place. All concerns are recorded and kept an eye on by members of the safeguarding and inclusion team.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The science curriculum is planned well. The science leader and teachers are clear on how the content and sequence of the curriculum allows for pupils to learn sufficient knowledge over time. However, teachers are less confident in intervening and challenging more complex scientific misconceptions that pupils have. Leaders should ensure that all teachers have the specialist subject knowledge they need to intervene effectively when pupils are working scientifically, undertaking investigations.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Kender Primary School to be good on 26–27 April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100691
Local authority	Lewisham
Inspection number	10121579
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair of governing body	Sandra Adefiranye
Headteacher	Keith Barr
Website	www.kender.lewisham.sch.uk
Date of previous inspection	26–27 April 2016

Information about this school

- Since January 2019, Kender Primary School has been supporting another local school. The school's deputy headteacher is providing full-time leadership support at the other school. This arrangement comes to an end in December 2019.
- The school offers before- and after-school provision for children who attend the school, managed by the governing body.

Information about this inspection

- This is the first section 8 inspection since the school was judged to be good in April 2016.
- I met with the headteacher and members of the senior leadership team. A telephone conversation took place with the chair of the governing body, who is also the school's safeguarding governor. A telephone conversation was held with the director of education for Lewisham Local Authority.
- I scrutinised these subjects in depth: reading, science and art. As part of this work, I held discussions with curriculum leaders and other staff about the design of the curriculum and how it is being implemented. I visited lessons, looked at pupils' work, and spoke with teachers and pupils.

- I looked at how leaders make sure that children are kept safe. I reviewed the school's records relating to the safeguarding of children, including the single central record of employment checks. I spoke with members of the safeguarding team and other adults. I watched and spoke with pupils, throughout the school day, including while at play during the lunchtime.
- I spoke with staff and discussed how well leaders consider their well-being, including steps to help them manage their workload. I considered opportunities for pupils' social, moral, spiritual and cultural development and how leaders promote high expectations for pupil behaviour.

Inspection team

Jean Thwaites, lead inspector

Her Majesty's Inspector

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