

Inspection of Kessingland Church of England Primary Academy

Field Lane, Kessingland, Lowestoft, Suffolk NR33 7QA

Inspection dates: 10–11 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils like their school. They are happy in their learning and play. They said that staff 'treat us as individuals'. Pupils told us that their teachers work hard to make learning fun. We saw good-humoured and respectful conversations between pupils and staff. There is a calm and purposeful environment in which pupils achieve well.

Pupils enjoy the activities that they are offered for learning beyond lessons. They speak enthusiastically about school trips, such as the residential which 'build our self-esteem'. Pupils particularly enjoy visitors to school. One pupil said that the local author visit had inspired her to write.

Most parents and carers who responded to the online survey, Parent View, and those who spoke with inspectors are very supportive of the school. One parent's comment summed up the views of others in saying, 'There's nothing to improve, this school is great.'

Pupils say that they feel safe in school. They are confident that adults are attentive to their needs. Pupils appreciate how staff care for them and support their well-being, through the 'Thrive' programme', for example. Pupils told us that they do not worry about being bullied. They said that bullying can happen occasionally, but staff always sort it out.

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

Leaders set high expectations of staff and pupils and have built a strong sense of teamwork across the school. Leaders have acted to improve academic standards. They have successfully recruited appropriately trained and qualified staff. The quality of education is of a good standard. Pupils' work across the curriculum is of a good quality and shows a significant improvement on their previous achievement. School leaders and the trust make sure that staff are well trained. All staff appreciate this and are unanimous in their support of the leadership team.

The curriculum is well ordered and delivered so that pupils remember what they have learned and develop subject-specific skills. For example, in science, pupils used their prior knowledge of plants to describe how seeds are dispersed. In English, pupils used geographical knowledge about marine pollution as they wrote letters to the Prime Minister, asking him to take immediate action. In a very small number of subjects, the sequence of learning is less coherent, but leaders' actions are bringing about improvements.

Leaders make reading a high priority. The well-resourced, attractive library area is at the heart of the school. Pupils told us that they enjoy reading. They talk knowledgeably about a range of authors, such as Anthony Horowitz and Eva Ibbotson.

Leaders have made significant improvements to the teaching of phonics. In the Nursery, children begin learning phonics in the summer term. Reception teachers

know how to teach children to read. All staff who teach phonics have received appropriate training. They provide effective support for children who need to catch up. However, on occasion, some teachers do not apply aspects of the school's chosen phonics programme as well as leaders expect.

Teachers have a good knowledge of most subjects and how to teach them. Learning in mathematics is well planned and delivered. Pupils build on their learning from one year to the next. They enjoy mathematics and explain their thinking confidently. Pupils told us that teachers help them to remember more. For example, one pupil explained how their class teacher had compared improving at maths to being able to speak another language: 'That has stayed with me and I want to speak maths better.'

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Adults support pupils effectively. Inspectors saw pupils confidently using well-chosen resources to develop their subject-specific knowledge.

Leaders have successfully improved the attendance of most pupils. However, the attendance of a small group of pupils is too low.

Pupils understand British values. They can link justice to their school's behaviour system. Pupils are united in their view that it is OK for people to be different. Older pupils confidently connect the value of democracy to how they vote for school councillors. Pupils are encouraged to think about the needs and experiences of others. The school works with a range of charities and local groups. For example, pupils have helped at the local community kitchen.

Children are safe and happy in the early years. They understand the school's clear routines and they use the different areas well. The curriculum is broad, with planned opportunities across all areas of learning. As a result, children learn well and pick up literacy and numeracy quickly. Children were keen to share their 'number of the week' and Nativity-themed books. Leaders have planned the early years curriculum so that children have the skills and confidence to successfully move on to Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority throughout the school. Leaders have made sure that staff are suitably trained. Adults are vigilant in their duty to make sure that pupils are safe. Leaders work effectively with outside agencies to support the most vulnerable pupils.

Pupils are made aware of risks, including when online, and are taught to keep themselves safe.

Leaders ensure that all of the necessary checks of adults working with pupils are carried out. Governors check these records carefully to confirm that leaders and staff carry out their duties effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, such as mathematics, writing and science, pupils' work is clearly linked to what they have learned before. The sequencing of learning is not yet as developed in a small number of other subjects. Leaders should continue to further develop plans and teaching in these subjects, so that pupils routinely build the appropriate depth of knowledge and skills over time.
- Leaders have acted to improve the teaching of phonics. Where adults apply leaders' plans consistently, pupils achieve well. Leaders must make sure that staff use all aspects of the phonics programme, so that its delivery is completely consistent.
- Leaders have been effective in working with families to improve pupils' attendance. Nevertheless, a small number of pupils still do not attend as well as they should. Leaders need to further develop strategies to raise these pupils' attendance.

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're 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	141172
Local authority	Suffolk
Inspection number	10110213
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	Board of trustees
Chair of local governing body	Keith Jennings
Headteacher	Adrian Crossland
Website	www.kessingland.dneat.org/
Date of previous inspection	5–6 July 2017

Information about this school

- There have been significant staffing changes since the previous inspection. This includes the appointment of five newly qualified teachers and the restructuring of the senior leadership team.
- The school offers early years provision for three-year-olds, which is overseen by the board of trustees.
- The proportion of pupils eligible for the pupil premium is above the national average and in the top 20% of schools nationally.
- The proportion of pupils with SEND is above the national average and in the top 20% of schools nationally.
- This is a Church of England school and was last inspected under section 48 in December 2016. The report for this inspection is available on the school's website. Another such inspection will take place before December 2021.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the deputy headteachers, the early years leader, the special educational needs coordinator (SENCo) and some subject leaders. We also met with members of the trust board and members of the local governing body.
- We spoke with parents and analysed 26 responses to Ofsted’s online questionnaire, Parent View, and 24 text responses from parents.
- We took account of a wide range of information, including the school’s website, development plans, information about pupils’ learning and monitoring of teaching. We reviewed documentation relating to safeguarding.
- We spoke with teachers, support staff and pupils during this inspection.
- One inspector discussed the school’s records of attendance and behaviour with leaders.
- One inspector analysed the school’s self-evaluation document and plans for improvement.
- The subjects considered as part of this inspection were reading, mathematics, science, writing and geography. We carried out deep dives into these subjects. This entailed meetings with senior leaders, subject leaders and teachers; looking at curriculum plans; visiting lessons; speaking with pupils about their learning and scrutinising pupils’ work. An inspector also listened to pupils read.

Inspection team

Jo Nutbeam, lead inspector	Ofsted Inspector
Heather Hann	Ofsted Inspector
Clare Fletcher	Ofsted Inspector

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