

Inspection of Kenton Primary School

Mamhead Road, Kenton, Exeter, Devon EX6 8LX

Inspection dates: 30 April and 1 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Lorraine Curry and the head of school is Gemma Pattison. The school is part of Ivy Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Katy Quinn, and overseen by a board of trustees, chaired by Tony Smith.

What is it like to attend this school?

The pupils, school leaders and the community of Kenton Primary School have faced challenges that, thankfully, most schools never experience. A devastating flood in September 2023 meant the school had to seek a temporary home in a nearby location. The school also had the extra challenge of having to replace all of their resources, including the restocking of their school library. However, this has not prevented the school and trust leaders from ensuring that the education of the pupils and the well-being of families remained their top priority. As a result, the pupils of this school get off to a flying start.

Pupils talk with pride about their school. They value and understand that staff do all they can to ensure that all pupils feel happy and have everything they need following the flood.

The behaviour of pupils reflects the 'Kenton Way' values of kindness and respect. Pupils respond well to instructions from adults. Pupils in leadership roles understand that they are role models for younger pupils. As a result, the school is calm.

Pupils have the opportunity to pursue their interests in clubs such as choir, gymnastic and 'Fizz-Pop' science club. Forest school also helps to build pupils love of the outdoors.

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

The school's curriculum is ambitious for all pupils. School leaders have ensured that reading is central to the curriculum. This means children in Reception learn to read as soon as they start school. All staff are well trained to teach phonics. Staff use consistent methods to model for pupils how to blend sounds together to decode new words. Staff skilfully check children's understanding and pronunciation before they introduce new sounds. Children read books that match the sounds they know. As a result, children develop a love of reading and achieve well.

Recently, the school has made changes to the curriculum to ensure that it continues to meet the needs of all pupils. The mathematics curriculum, for example, provides pupils with the opportunity to learn new concepts through small steps. There are also opportunities for pupils to practise what they have learned, to ensure that they are secure in their understanding. Teachers use assessment well to identify what pupils know and remember.

In the wider curriculum, school leaders have set out what they want pupils to know and remember. In history, for example, pupils have a secure understanding of historic events. They are able to analyse different sources of evidence, which helps them to compare historical events. However, some subjects are not as well developed. Consequently, the implementation of the curriculum is not always effective. Furthermore, some staff are still developing their knowledge in certain

subjects. As a result, pupils do not always gain the depth of knowledge they need to know.

Pupils with special educational needs and/or disabilities (SEND) work alongside their peers. The school works closely with families and outside agencies to understand the needs of pupils with SEND. Precise support means pupils with SEND achieve well.

Children in Reception love to learn. The early years curriculum is ambitious and children learn the skills and knowledge they need to ensure that they are ready for the next stage of their education. The resources children use promote their learning across the curriculum. For example, the role-play area enables children to engage in role-play as firefighters. Opportunities such as these support children to develop their vocabulary and practise the words they have learned when reading books.

The school has ensured that opportunities for pupils' personal development match the ambitious vision of school leaders. School trips are planned to enhance pupils' understanding of the subjects they are learning. For example, pupils visit Plymouth Aquarium to deepen their knowledge of science. Pupils learn what it means to have a healthy diet. They know how to stay safe online. Pupils also learn about wider risks beyond school. Pupils can reflect on social and global issues from around the world.

Improving rates of attendance is a high priority for the school and the trust. Robust monitoring ensures that the school prioritises the families that need extra support to ensure attendance improves over time.

Staff are overwhelmingly positive about the school. They feel their workload and well-being are always considered. Trustees and governors work closely with school leaders to ensure the values and ethos of the school remain the same, regardless of its location. As staff say, 'The school is the people and not the building.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not always implemented effectively. Pupils do not always learn the precise knowledge they need to know and build on over time. In addition, the trust has not yet fully developed staff's subject knowledge to enable them to deliver the curriculum in all subjects effectively. This means that pupils do not gain the depth of knowledge they should in some subjects. The trust must ensure that pupils develop the precise subject knowledge they need, and continue to develop staff expertise to teach all aspects of the curriculum well.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145761
Local authority	Devon
Inspection number	10268549
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	Board of trustees
Chair of trust	Tony Smith
CEO of trust	Katy Quinn
Headteacher	Lorraine Curry (executive headteacher) Gemma Pattison (head of school)
Website	www.kenton-primary.devon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Ivy Education Trust.
- Kenton Primary School converted to become an academy in June 2019. When its predecessor school, Kenton Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is currently in temporary accommodation at Hope Church, Dawlish.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors met with leaders from the school and the trust.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey for parents, Ofsted Parent View, and by talking to parents before school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Demelza Bolton

Ofsted Inspector

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