

Inspection of Kettlefields Primary School

Stetchworth Road, Dullingham, Newmarket, Suffolk CB8 9UH

Inspection dates: 19 and 20 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Pupils enjoy and benefit from their time at school. They happily live up to the school motto: aspire, believe, achieve. Pupils take pride in their individual achievements and celebrate the success of others.

Pupils show sensitivity towards their own and each other's emotional needs. They look after each other. Pupils told us that bullying is uncommon, but on the rare occasions that it does happen, it is dealt with effectively by staff so that it stops. Pupils feel safe and they value the caring ethos at school. They appreciate how well staff promote pupils' well-being.

Pupils take pleasure in learning and know that it is important. They attend school regularly, concentrate in lessons and work hard. During class discussions and in their writing, pupils demonstrate a sophisticated understanding of what they are learning. Pupils make interesting connections between what they have learned in different subjects and share mature insights about the topics they study. They use subject-specific vocabulary accurately and explain ideas confidently and clearly. Many pupils told us how staff have inspired them to explore at home the topics they have been learning in school.

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

Since the previous inspection, leaders have markedly improved the quality of the curriculum. They have designed an ambitious programme of learning that prepares pupils well for secondary school. Leaders have carefully organised what pupils will learn so that they build on what they know in sensible, logical steps. Teachers follow leaders' curriculum plans closely and deliver learning activities effectively. They check what pupils know and understand. Teachers support pupils quickly when they have forgotten or do not understand something that has been taught. As a result, pupils remember most of what leaders intend pupils to learn.

Leaders have created a school culture in which staff and pupils are passionate about reading. Early in Reception Year, staff instil a love of reading in the children. The enjoyment of reading continues as pupils move through the school. Pupils read often from a wide range of texts. They recommend and readily share books with each other. Staff teach the skills of early reading effectively. Children in Reception and pupils in Years 1 and 2 are quick to learn what they need in order to read capably. When pupils find reading hard, staff support them to learn what they need to do to be able to read fluently.

Pupils focus well on their learning. Children in Reception listen well and maintain their concentration over sustained periods of time. Pupils told us in discussion and commented in Ofsted's online survey that, occasionally, the noise of other pupils distracts them from learning as well as they could.

Leaders and staff are quick to identify when pupils show signs of special educational needs and/or disabilities (SEND). Detailed guidance from leaders helps teachers to plan learning activities to meet these pupils' needs. At times, however, staff do not understand the detail of the guidance so they do not provide exactly what is required. As a result, some pupils with SEND do not learn as well as they could.

Leaders and staff promote pupils' personal development well. Staff help pupils learn how to stay physically and emotionally healthy. Planned opportunities allow for the development of a wide range of talents and interests. Leaders ensure that disadvantaged pupils have equal opportunities to join in with the many clubs available at the school.

Leaders' curriculum includes well-planned enrichment opportunities, such as trips to locations of local and national interest. Starting with the children in Reception, staff prepare pupils to appreciate and live harmoniously alongside people with the different lifestyles and beliefs found in modern Britain.

Governors and leaders have developed strong partnerships with parents and carers and local businesses. Governors use the information they are given to provide appropriate challenge and support. This ensures that they hold leaders to account effectively.

All parents and carers responding to Ofsted's online survey said that they would recommend the school to others. Staff have confidence in the leadership of the school. They are proud of the school, enjoy working there and feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained to be alert to, and to deal with, safeguarding concerns effectively. Staff know their pupils well and the signs of potential harm. They regularly check in with pupils about their well-being.

Pupils feel confident to talk with staff when they have worries. Staff act swiftly and appropriately when concerns arise. Leaders maintain detailed records about safeguarding issues and ensure that vulnerable pupils receive the support they need.

Leaders make sure that background checks are carried out to determine the suitability of adults working at the school.

Governors and representatives from the local authority scrutinise leaders' safeguarding policies and procedures to ensure that these are carried out effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not always understand leaders' guidance when supporting pupils with SEND. As a result, pupils with SEND are not provided consistently with the precise help they need to learn the curriculum as well as they could. Leaders must ensure that staff have access to any training needed so that they are confident to adapt their teaching effectively to support all pupils with SEND to achieve 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](#)' 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	110771
Local authority	Cambridgeshire
Inspection number	10255114
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair of governing body	Anthea Kenna
Headteacher	Alicia Gadsby
Website	www.kettlefields.cambs.sch.uk
Date of previous inspection	27 and 28 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school manages before- and after-school provision on site.

Information about this inspection

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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held discussions with governors, the headteacher, members of the senior leadership team, teachers, members of support staff, parents and pupils.
- Inspectors carried out deep dives in history, mathematics, reading and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also visited lessons and looked at samples of pupils' work in some other subjects.

- Inspectors spoke with leaders and staff about safeguarding policies and practices at the school. Inspectors looked at records about safeguarding, the school roll, the behaviour of pupils, the provision for pupils' personal development and leaders' approach to managing the workload of staff.
- Inspectors considered the 32 responses to Ofsted's online survey for parents and carers, Ofsted Parent View. Inspectors also considered the 33 responses from pupils and the nine responses from staff to Ofsted's online surveys for pupils and staff.

Inspection team

Al Mistrano, lead inspector

His Majesty's Inspector

Julie Harrison

Ofsted Inspector

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