

Kettlesing Felliscliffe Community Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 121391 |
| Local authority | North Yorkshire |
| Inspection number | 380228 |
| Inspection dates | 20–21 March 2012 |
| Lead inspector | David Byrne |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 52 |
| Appropriate authority | The governing body |
| Chair | James Gurney |
| Headteacher | Lisa Jackson-Ward |
| Date of previous school inspection | 1 July 2009 |
| School address | Kettlesing Harrogate HG3 2LB |
| Telephone number | 01423 770576 |
| Fax number | Not applicable |
| Email address | admin@felliscliffe.n-yorks.sch.uk |



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Introduction

Inspection team

David Byrne

Additional inspector

This inspection was carried out with two days' notice. The inspector observed four teachers teaching eight lessons, three of which were jointly observed with the headteacher. In addition, time was spent listening to pupils read. Meetings were held with three parents, groups of pupils, members of the governing body and staff. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at a range of documentation, including the school improvement plan, the self-evaluation, documents related to safeguarding and samples of the pupils' work. The inspector evaluated the responses from 30 parental and carers' questionnaires as well as those from staff and pupils.

Information about the school

This is a much smaller than average primary school. The number of pupils in each year group is very low averaging around seven pupils. The percentage of pupils known to be eligible for free school meals is low. The vast majority of pupils is from White British heritage and none has English as an additional language. The percentage of disabled pupils and those with special educational needs is above average, with an above-average percentage with statements of special educational needs. The school meets the current floor standard. Since the previous inspection there has been a change in leadership with a new headteacher taking up post in September 2011.

Recent accreditations include the Art Silver Mark, recognition as a Healthy School and an award for the quality of its provision for pupils with dyslexia.

There is a pre-school setting on the school site. This is subject to a separate inspection by Ofsted.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key Findings

- This is a good school. Pupils thrive within a safe, caring and welcoming environment. Parents and carers rate it highly and are keen to praise the value it gives to their children and to family life. It is not outstanding because the more-able pupils could do better in upper Key Stage 2 and attainment in writing could be higher across the school.
- Achievement is good. Most pupils make good progress and disabled pupils and those with special educational needs make excellent progress. Pupils are generally articulate and demonstrate a great enthusiasm for learning. They have good numeracy skills, advanced reading comprehension skills and a love of books. However, in writing, attainment is lower. This is because pupils have little scope to develop extended writing skills in different contexts, handwriting is at times untidy and pupils are not clear about how they can improve their work.
- Pupils are safe and very well cared for. Their behaviour, which is mostly good and sometimes exemplary, makes a strong contribution to their learning and happiness. Their spiritual, moral, social and cultural development is good. High attendance reflects the pupils' love of learning.
- Teaching is good. There are some outstanding features in Reception and Key Stage 1. In upper Key Stage 2, expectations for more-able pupils are not always high enough. This is because more-able pupils have too little opportunity to work independently and work is not consistently challenging them.
- Leadership of teaching and management of performance are good. The headteacher offers strong and visionary leadership. Supported by a dedicated and well-informed governing body, the school is moving forward rapidly. Given the strong teamwork between staff, the good governance and the very supportive parents and carers, the school has a good capacity to improve.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - providing frequent opportunities for pupils to write at length for different purposes
 - setting higher expectations for the quality of pupils' handwriting and presentation
 - improving pupils' understanding of how to improve their work and move on to their next level of learning.
- Improve the progress of more-able pupils in upper Key Stage 2 by:
 - ensuring that pupils have more opportunities to learn independently
 - refining the use of assessment so that work is suitably challenging and extends fully the pupils' existing knowledge and skills.

Main Report

Achievement of pupils

Pupils' achievement is good and very strong in the Early Years Foundation Stage and Key Stage 1. Pupils who are disabled or have special educational needs are very effectively supported by skilled teaching assistants resulting in outstanding progress. Large variations in the nature of each year group, governed by the percentage of disabled pupils and those with special educational needs, together with the very low numbers in cohorts, mean attainment at the end of Key Stage 2 fluctuates. In recent years it has ranged from above average to below average. Attainment in reading is currently above average in Year 2 and average in Year 6, where there is a high percentage of pupils with special educational needs. Progress in reading is strong and pupils benefit from good teaching and support from their parents and carers. Attainment in writing lags behind that of mathematics and reading, but action is under way by senior leaders to improve provision and accelerate progress. The vast majority of parents and carers think that their children make good progress and achieve well. Inspection evidence supports their view.

In lessons almost all pupils are attentive, willing to work hard and capably absorb new facts and ideas. They enjoy working together and learning from each other. Learning is very well-matched to pupils' needs in the Early Years Foundation Stage and Years 1 and 2. Teachers' sharp understanding of how pupils learn best enables them to provide work that is challenging and motivating. For example, Year 2 pupils made very good progress in seeking information about planets by using the Internet. Learning is also good in Years 3 and 4. For example, in a mathematics lesson, effective discussions led by the teacher elucidated what pupils had learnt and what they were unsure of so that they knew how to improve. In Years 5 and 6, pupils' progress is not as fast as elsewhere. This is because more-able pupils are not always challenged enough. They are expected to follow too many directions. This frustrates some and reduces their levels of interest and enthusiasm.

Quality of teaching

The vast majority of parents and carers feel their children are well taught and have their needs met. Pupils feel the same. Inspection evidence is that this is true overall but there is still room for improvement in aspects of teaching for older pupils in Key Stage 2. Staff have a secure knowledge of the National Curriculum and the team, including part-time staff, provides a good range of learning experiences. Effective teaching of the sounds letters make (phonics) gives pupils a good foundation for reading. Effective systems to monitor pupils' progress are embedded and staff usually make good use of assessment information. Where this is particularly effective, for example in the Early Years Foundation Stage and Years 1 and 2, work is tailored very precisely to pupils' needs and interests. This means that children and pupils are fired with enthusiasm for learning and delight in rising to teachers' high expectations. Teachers use the curriculum well to create a real sense of excitement about learning. Pupils in lower Key Stage 2 showed exceptional levels of enthusiasm about their topic on the Egyptians. They entered into unusually detailed discussions about features of the after-life of the Pharaohs. Homework is increasingly being used to develop pupils' research skills and build on the pupils' natural curiosity.

Plans for more-able pupils in upper Key Stage 2 are not always ambitious. At times learning is too controlled and does not enable pupils to learn independently. Improvements to marking and feedback to pupils are having a mixed impact on their learning. They have a good understanding in mathematics but are less sure of what to do to improve in writing. Teaching makes a good rather than outstanding contribution to pupils' spiritual, moral, social and cultural development, because pupils are not secure as they might be in their understanding of cultural differences in modern society.

Behaviour and safety of pupils

Pupils contribute to creating a happy, safe and caring community. Behaviour in lessons is mostly good and sometimes exemplary. Parents' and carers' views and those of pupils, coupled with the school records, confirm that this is the norm. The view of one parent epitomises that of virtually all: 'This is a school with a dedicated and caring staff who create a family environment.' The school's vision to develop the whole child is realised through the many opportunities for pupils to take responsibility and have a say in improving the school. Older pupils, who act as Buddies, are proud of their work in looking after younger pupils.

Parents and carers are unanimous that their children are well cared for and safe in school. Pupils are adamant that incidents of bullying are very rare and that staff handle any reported concerns quickly and effectively. Pupils who are disabled or have special educational needs are exceptionally well supported by well-trained and dedicated support staff. They ensure that these pupils succeed and enjoy all that the school offers. Pupils' high attendance and good punctuality reflect their enjoyment of school and the good relationships they enjoy with their classmates and the staff. The view of one pupil reflects that of most: 'I love this school. It's a place where I learn lots, have loads of friends and can help others.'

Leadership and management

The headteacher and staff team share a clear vision for how the school can move forward and show good capacity to achieve this. They demonstrate the ambition, determination and expertise to develop and improve. Since the previous inspection the many strengths of the school have been built upon. Self-evaluation is accurate and identifies the most crucial areas for improvement. The curriculum has strengths in promoting good progress overall, in promoting pupils' good spiritual, moral, social and cultural development and in meeting the needs of pupils requiring additional support. School leadership has recognised that opportunities for pupils to practise writing extended pieces of work are restricted and is taking steps to tackle this. The school ensures that equality of opportunity is promoted well with total inclusion for the high percentage of disabled pupils and those with special educational needs. The school's good arrangements for safeguarding pupils and ensuring child protection fully meet requirements.

Governors are highly supportive of the well-paced changes that are under way. One governor commented that the school has many strengths and that the new headteacher is, 'recalibrating the school' to secure future improvement. Visits to school enable them to gain first-hand knowledge of how the school operates and gauge its effectiveness. Good links with parents and carers promote their productive engagement with the school. They are very supportive of its contribution to the community as well as the good quality of education it provides. 'My children are growing into bright, articulate, secure, happy children with a real thirst for learning,' is one comment that sums up the views of the vast majority of parents and carers who returned questionnaires. The support is expressed in the work of the 'Friends of the School'; they generate much-valued funds to support learning by supplementing resources and funding educational visits. Links with other schools and organisations widen opportunities for pupils' learning, for example participating in sports events. Increasingly, staff are working with colleagues in other schools to good effect to extend their professional development. In addition, external expertise is drawn on to help pupils with individual needs, for example those with dyslexia, and this has greatly increased staff's skills in this area.

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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

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| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



22 March 2012

Dear Pupils

Inspection of Kettlesing Felliscliffe Community Primary School, Harrogate, HG3 2LB

It was a privilege to join you in your school recently. Thank you for sharing your views with me about the school and proudly showing me your work. You attend a good school where you are all safe, happy and well-behaved. In lessons you show a real love of learning and enjoy acquiring new facts and information.

You learn at a good rate and those of you who need extra support for learning do exceptionally well. I was impressed by your love of books and reading and the way you use computers to find information. Your teachers care about you and do their best to make lessons fun. There is scope for those of you who are more able to be challenged more so that you attain even higher standards. Many of you are capable of doing better with your writing and in presenting your work with greater care and neatness.

You benefit from a skilled and dedicated headteacher and a staff team who are keen to do their best for all of you. Part of my job is to suggest ways of making the school even better. I have asked for aspects of teaching to be improved so that you are better at writing; for those of you who find learning easy to be given more opportunities to work independently; and for you all to receive better guidance about how to improve your work.

I trust that you all continue to enjoy school and work with your teachers and staff so that you do even better in future.

Yours sincerely,

David Byrne
Lead Inspector

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